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ABSTRACT

The study evaluated the referral for special education services of the Austin (Texas) Independent School District. Recommendations were made for streamlining the process, for improving the communication/interaction between regular and special education teachers, and for classroom instruction. Study results included the finding that referral is a complex legal process that cannot be as quick and responsive as might be desirable, that teachers should receive systematic inservice training about referrals, and that the process is not monitored well. The communication process is seen by some regular and special education teachers to be the responsibility of special education, and procedures are unclear to regular teachers who receive little inservice training in special education processes. Among recommendations are: (1) forms be simpler and computer-printed with available information; (2) inservice training of teachers should explain the referral process, alternatives to special education, and communication with special education teachers; and (3) a structure should be created to ensure the ongoing monitoring and improvement of the referral process. Seven attachments include a special education assessment memo, legal requirements in the referral process, a flow chart of the referral process, referral forms, and the referral timeline. (DB)

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REPORT TO
THE SPECIAL EDUCATION
SERVICES COMMITTEE

A Study of

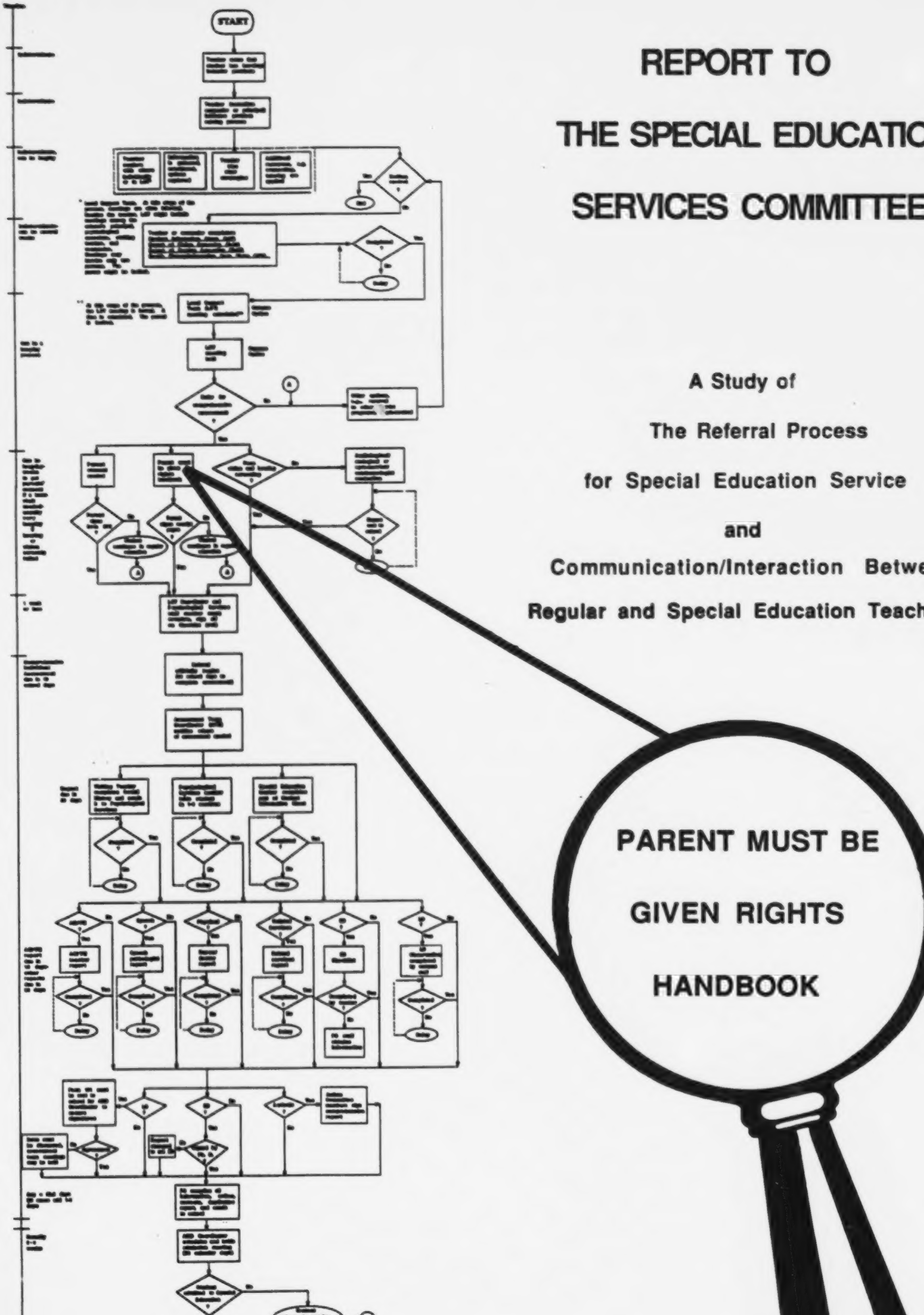
The Referral Process

for Special Education Service

and

Communication/Interaction Between

Regular and Special Education Teachers



FEBRUARY, 1987

EXECUTIVE SUMMARY

REPORT TO THE SPECIAL EDUCATION SERVICES COMMITTEE

The Referral Process for Special Education Service and Communication/Interaction Between Regular and Special Education Teachers

AUTHORS: David Wilkinson, Natalia Luna

OTHER CONTACT PERSONS: Glynn Ligon, David Doss

MAJOR FINDINGS:

1. The referral process:

   - Is a complex, legal process that by nature cannot be as quick and responsive as teachers and others would like.
   - Cuts across AISD organizational lines and requires coordination among teachers, counselors, principals, Psychological Services staff, and visiting teachers, and finally depends upon a parent's signature before a special education placement occurs.
   - Is poorly understood by teachers who receive no systematic, annual inservice training about referrals.
   - Uses forms that require teachers to look up and write in information that could have easily been retrieved from computer files.
   - Is not monitored well because responsibility is divided across so many departments. Partially as a result, time varies considerably for completion of the problem-solving and referral processes.

2. The communication process:

   - Is seen by some regular and special education teachers to be the responsibility of special education.
   - Is unclear to regular education teachers who receive little inservice training in special education processes.

The full report presents recommendations for addressing the problems evident in the current referral and communication processes. These include:

- Revision of forms to be simpler and computer-printed with available information.
- Inservice training of teachers to explain the referral process, alternatives to special education, and communication with special education teachers.
- Creation of a structure to ensure the ongoing monitoring and improvement of the referral process.

ACKNOWLEDGEMENTS

On behalf of the Office of Research and Evaluation (ORE), the authors wish to thank personnel in the Divisions of Elementary Education, Secondary Education, Operations and Community Resources, and Management and Finance for their assistance and cooperation in this study. Special thanks are owed to the visiting teachers, counselors, principals, assistant principals, and teachers who generously shared their time and experience. The assistance of the Special Education Coordinating Council and of the Supervisor of Psychological Services in furnishing various requested data is also greatly appreciated.

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PREFACE

A consultation agreement reached in summer, 1986 between the Austin Association of Teachers and the AISD Board of Trustees resulted in a mandate to the Office of Research and Evaluation to conduct a study. The consultation agreement is reproduced below.

#5 - SPECIAL EDUCATION SERVICES

The Board of Trustees of the Austin Independent School District and the Austin Association of Teachers agree to the following:

> The referral process for special education service shall be studied and that recommendations for streamling the process shall be made to the Superintendent by April, 1987.
>
> The Office of Research and Evaluation (ORE) shall study the referral process and ways to improve communication/interaction between regular and special education teachers for the benefit of students including placement information regarding the nature and extent of a student's disability, IEP implications for classroom instruction, and other ongoing instructional concerns. This study shall be part of ORE's second year of evaluation of the Special Education Program in AISD. ORE's findings shall be presented to a committee in February, 1987, and that committee shall make recommendations related to this study to the Superintendent.
>
> The committee shall consist of:
> 30% regular and special education administrators
> 20% regular classroom teachers
> 20% special education classroom teachers
> 30% professional support personnel such as counselors, psychological services personnel, visiting teachers, itinerant personnel for the visual and hearing handicapped, and a representative from the Special Education Citizens Advisory Committee.

Terry A. Bishop
Chairman, Board Team

Richard C. Kouri
Chairman, Austin Association of Teachers Team

This report presents the major findings from that study. Technical information about the conduct of the study will be published in July, 1987 in Special Education: 1986-87 Final Technical Report (ORE Publication Number 86.29).

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EVALUATION OVERVIEW

An evaluation study was conducted by AISD's Office of Research and Evaluation (ORE) during the fall and early spring of the 1986-87 school year. The study results from a consultation agreement between the Austin Association of Teachers and the Board of Trustees in which ORE was directed to study the referral process and ways to improve the communication/interaction between regular and special education teachers (see consultation agreement on page iii).

The study was the first part of the second of three years of evaluation of the Special Education Program in AISD. The second part will be concerned with special education assessment in AISD. Although both parts of the 1986-87 evaluation touch on aspects of the planned Year 2 evaluation, examining the efficiency of service delivery to students, a more comprehensive investigation of the special education services delivery system will require additional evaluation in Year 3.

The following data collection evaluation activities were conducted:

- Interviews with regular and special education staff, including: special education administrative staff, the Supervisor of Psychological Services, the Coordinator of Visiting Teachers and selected visiting teachers, elementary supervising principals, elementary principals, secondary principals, elementary counselors, secondary assistant principals, and secondary counselors.
- Surveys of regular education and special education teachers,
- Review of procedures and forms used with the referral process,
- Review of laws pertaining to aspects of the referral process, and
- Case studies on students referred during the last school year involving a folder review and interviews with the referring teachers.

To guide the interviews, an exemplary practices approach was adopted. Nominations of individuals and their campuses at which the referral process was working were solicited from the Secondary Supervising Principal, elementary supervising principals, Special Education administrators, visiting teachers, the secondary instructional coordinator for counseling, and the Elementary Counselors Steering Committee. This approach was selected for two reasons: (1) as a check in understanding of the referral process, and (2) in the hope that successful ideas and techniques might be identified that would be shared on a systemwide basis.

Because much of the data were in the form of opinions, analysis of the data involved tabulation of survey responses and content-coding of open-ended comments. Data derived from structured interviews were also content-coded. Computer programs were utilized to obtain summary statistics from the master special education computer file. District personnel were contacted for clarification of key points.

Results are presented in narrative and tabular form. Important documents, forms, and charts are attached.

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INTRODUCTION

> The need to study the referral process is based on a concern that we may over-identify certain groups of students.
>
> --regular education central administrator
>
> The amount of paperwork involved in a referral process discourages any well-intentioned teacher to refer students who need special help because of lack of time.
>
> The paperwork is too involved and long. Most teachers see the lengthy process and then they do not follow through.
>
> . . .it seems to take a long, long time when students need help right away.
>
> --regular education teachers

Two aspects of special education services were of sufficient concern to teachers to be brought forward through the consultation process:

1. The process for referring students to special education, and
2. Communication/interaction between regular and special education teachers regarding the instruction of special education students.

What is the source of teachers' concerns about the referral process? The consultation agreement (see page iii) speaks of recommendations for streamlining the process. What aspects of the process do teachers desire to streamline?

In a districtwide survey in fall, 1985, regular education teachers were asked to indicate the extent to which they agreed or disagreed with the statement "The amount of time it takes to refer a student to Special Education discourages me from referring students." Among elementary teachers, nearly two thirds (64.3%) agreed or strongly agreed with this statement. However, less than a third (29.5%) of secondary teachers agreed.

In fall, 1986, a sample of regular and special education teachers responded to a survey question asking them for suggestions for ways to streamline the process for referring students to special education. Again and again, teachers cited two factors: paperwork and time. Nearly one half of the teachers who made suggestions mentioned one or both factors. Teacher comments were pointed.

About paperwork:

> If there was a way to reduce the paperwork, this would help streamline the process.
>
> Less paperwork.
>
> Cut down on some of the paperwork.
>
> There is just too much paperwork!
>
> Cut out all or most of the paperwork!!
>
> The paperwork has discouraged me from getting these children tested.

About time:

> Students should not be left to linger for a whole semester before something about placement is done.
>
> Once a student is referred to special education, do not let him/her wait too long (sometimes a full school year), to avoid frustration.
>
> Reduce the time between the initial referral and the official evaluation and testing.
>
> Shorten time between testing and placement.
>
> There should be a diagnostician available at all times. It takes too long to get a student tested. Time is critical.
>
> A time period of less than a month for the entire referral process.
>
> When referred even in first few weeks of school--they usually do not receive services for 6 months.

About paperwork and time:

> Shorter required timelines for completion of paperwork. The process is too lengthy as is, services have wide gaps.
>
> Reduce the amount of paperwork and forms. . . . Reducing the time it takes to test and place a child if needed (in special ed.).
>
> Reduce paperwork and time between referral to placement.

Although these comments do not reflect the sentiment of a majority of teachers, they highlight the core of teachers' concerns: that there is too much paperwork involved in the referral process, and that the process takes too long. Whether these perceptions are true is somewhat a matter of contention and subjective judgment. The Supervisor of Psychological Services has asserted that the forms AISD uses are much shorter than those used in some other school districts and those recommended by the Texas Education Agency (TEA). Special Education administrators point out that the length of the referral process is greatly influenced by the time local campus staff take for necessary problem-solving and decision making before a referral for assessment is considered.

Part of the problem is that conceptions of what constitutes the referral process differ for teachers and others involved in the process. These differences will be discussed further in Part One. Another part of the problem is that to some extent the desire of teachers to have students who are having difficulties receive specialized help is sometimes incompatible with the purpose of special education.

In contrast to teacher concerns, the AISD administration has been concerned with the number of referrals to special education. The consequence of an "excessive" number of referrals to special education is a large commitment in time and staff, particularly assessment staff, to sorting out the students who are eligible for special education services from those who are not.

In 1983-84, AISD served more special education students (as a percentage of enrollment) than any other large, urban Texas school district (see Special Education in AISD: Context and Program Description, 1985-86, ORE Publication No. 85.26). Three years ago (1984-85), at the instigation of the Associate Superintendent, a concerted effort was made to cut down on the number of referrals for testing for eligibility for special education services. At that time, a memo was sent to principals and LST (Local Support Team) Coordinators requesting that they reduce their number of referrals and providing them with their schools' percentages of referrals made and determined eligible. The memo has been repeated twice annually since then. Attachment A is a copy of the 1986-87 memo.

To judge from comments made by counselors and principals, the message was heard clearly by campus staff. The data also tend to confirm a trend of decreasing referrals. Data from the Office of Psychological Services show that while the number of referrals for testing increased by 5% from 1984-85 to 1985-86 (while AISD's enrollment increased by 1.6%), the percentage of students determined to be eligible increased by 21%, apparently reflecting a greater accuracy in referring students most likely to qualify for services. Information obtained by Special Education from the Texas Education Agency shows that in 1985-86 AISD had reduced the percentage of students identified for special education, ranking fourth among the nine largest districts and near (though still above) the state average.

However, as the AAT consultation agreement attests, teachers still have concerns about the process. What is the referral process, and what can be done to improve it?

Part One - **THE REFERRAL PROCESS**

WHAT IS THE REFERRAL PROCESS?

> Somebody's got to ride herd on this monster.
>
> --elementary counselor

A Clarification

> Special education stuff gets misconstrued.
>
> --elementary counselor

The so-called "special education referral process" is not technically a special education process. Until a student is placed in special education, the activities which lead up to that placement lie in the realm of regular education. This is made explicit in State Board of Education (SBOE) Rule 89.232(a) which states that "Referral of students for possible special education services shall be a part of the district's overall regular education referral or screening system." Referral is made by the regular education teacher. Regular educators complete the paperwork, contact the parents, and chair the committee meetings. In AISD, even the assessment is conducted by regular education personnel.

However, the distinction between what is a regular education function and what is special education is an artificial one at best, considering that the referral requirements stem from special education law, that special education personnel are involved before placement, that some of the forms are special education forms, and that portions of three sections of the AISD Special Education Procedures Manual (including a flowchart) are devoted to these preplacement activities.

This distinction is nevertheless important because:

- Within AISD's administrative structure, the Special Education staff bear the responsibility only for those aspects of the referral process over which they have influence or control. The same can be said for the regular education participants in the process.
- Attempts to streamline the process need to involve both regular and special education.

Definition

The term "referral process" has been the source of some confusion. Teachers and others sometimes use the term in an undifferentiated fashion to mean all the events and activities which occur from the time a teacher decides to seek special education help for a student until a decision is made regarding whether to admit the student to special education. However, other people have different, more specific meanings in mind for the term. To Special Education administrators, the referral process has to do with the activities required to comply with the law governing referrals to special education, activities which take place before assessment. To the Office of Psychological Services, the referral process begins when this compliance information has been collected and the student is recommended for testing.

In this report, the term will be used in the broad sense of those activities needed to determine the eligibility of a student for special education. While it is possible and useful for analysis purposes to section the referral process according to whether the responsibility for furthering the process lies with staff on the local campus or with support personnel working out of the central administration, **the process needs to be examined as a whole.** Therefore, all of the forms, including those which are used for assessment, the securing of parent permission, and notification of the ARD meeting, are regarded here as referral forms. The term "paperwork" in figures and text, unless otherwise specified, will refer to all of these forms.

However, it is important to note that the referral per se (as distinguished from the process as a whole) **is a referral for assessment,** a comprehensive individual assessment required by law to determine the student's eligibility for special education. The results of the assessment are reported to the Admission, Review, and Dismissal (ARD) Committee which is responsible for the admission decision.

In order to refer a student for comprehensive individual assessment, Texas law requires that certain information be collected and submitted in writing with the referral to special education. See Attachment B, WHAT'S REQUIRED BY LAW IN THE REFERRAL PROCESS, for the pertinent SBOE rules. The collection and submission of this required information is an essential part of the referral process, but it takes place before the referral for assessment is made. **In AISD, a referral has not officially occurred until the LST (Local Support Team) Coordinator and a Psychological Services staff member (or a speech pathologist for speech handicapped services only) have signed the Checklist for Special Education Assessment.** In other words, while many activities have taken place which may be considered part of the referral process, the referral for assessment occurs only at this later stage of the process.

The importance of this admittedly elusive distinction between the referral for assessment and the referral process as a whole lies in understanding the confusion, and sometimes resentment, of teachers and others for whom "the clock starts ticking," so to speak, from the time a teacher identifies a problem and continues to run until the student is admitted to special education and begins receiving services. Legal timelines do not come into force until the official referral for assessment is completed. Because the subjective clock starts running before the official one, it is not surprising to find the referral process frequently regarded as unacceptably long.

Flowchart

Figure 1 reproduces page II-1 of the Special Education Procedures Manual which is labeled "Problem-Solving and Referral Process Chart." This flowchart is a good overview of the major activities that fall within the referral process. Attachment C presents a detailed flowchart of the AISD referral process. For purposes of discussion, the referral process can be broken down into four phases:

1. Local campus activity and problem solving,
2. Completion of the referral packet and meeting of the LST,
3. Comprehensive individual assessment, and
4. Meeting of the ARD Committee and special education placement.

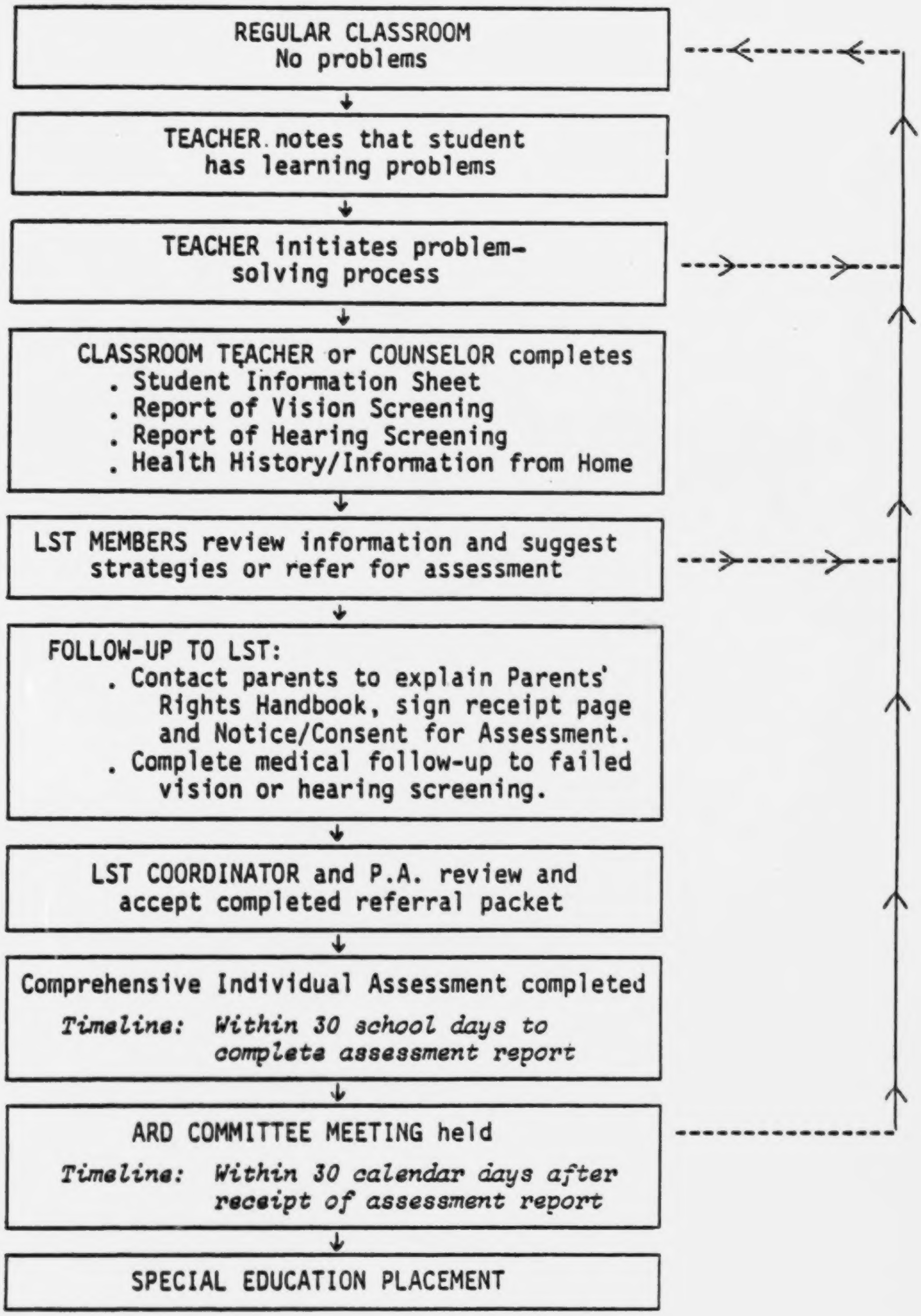
Each phase will be discussed in the following section.

Before that discussion, a few cautions are in order:

1. It should be noted that the model of the referral process depicted in the flowchart in Attachment C is somewhat of an ideal one. Every case does not fit the model precisely. For some students who are identified as needing special education services, the entire process does not occur. There is no psychological assessment, for example, in the case of pregnant students. For some health impaired students, certification from a doctor is all that is required by way of assessment. Students who have received special education services in other school districts are placed in AISD special education on a temporary basis while records are being obtained from the other district.

2. The flowchart in Attachment C presents all of the possibilities which might occur in an initial referral. Every activity depicted does not occur in every case. Too, the complexity of the flowchart is somewhat deceptive. Because of the necessity with the flowchart format to diagram events in sequential order, events which sometimes occur very near in time to one another appear further separated than they might be.

86.23 Figure 1. PROBLEM-SOLVING AND REFERRAL PROCESS CHART.
Source: Special Education Procedures Manual Page II-1.


REGULAR CLASSROOM
No problems
TEACHER notes that student has learning problems
TEACHER initiates problem-solving process
CLASSROOM TEACHER or COUNSELOR completes
. Student Information Sheet
. Report of Vision Screening
. Report of Hearing Screening
. Health History/Information from Home
LST MEMBERS review information and suggest strategies or refer for assessment
FOLLOW-UP TO LST:
. Contact parents to explain Parents' Rights Handbook, sign receipt page and Notice/Consent for Assessment.
. Complete medical follow-up to failed vision or hearing screening.
LST COORDINATOR and P.A. review and accept completed referral packet
Comprehensive Individual Assessment completed
Timeline: Within 30 school days to complete assessment report
ARD COMMITTEE MEETING held
Timeline: Within 30 calendar days after receipt of assessment report
SPECIAL EDUCATION PLACEMENT

(See Attachment C for a detailed outline of this process.)

Local Campus Activity and Problem Solving. In the first phase, the regular classroom teacher (sometimes the counselor or principal) notices that a student has a learning or behavioral problem. One of these individuals, usually the teacher, initiates the problem-solving process. In this mode, the teacher will confer with other teachers, the counselor, the principal, possibly a visiting teacher or a special education teacher or other support personnel, for strategies and instructional modifications with which to address the student's problem. This consultation may involve a meeting of the Local Support Team (LST), but at this stage of the process, meetings are generally informal. (LST is one term used. Others are pre-LST, informal LST, local campus meeting, consultation, conferencing, and preliminary LST.) Information is gathered--from the student's folder, from the student's other teachers, from the student's former teachers--to shed more light on the student's problem and options that might be considered. Additional resources, such as counseling or tutoring, are brought to bear to help the student. The teacher tries other instructional strategies. At this point, the problem is either resolved or it is not.

Completion of the Referral Packet and the LST Meeting. If the problem is not resolved, the decision is made to consider the special education option. Information about the student's academic performance and behavior, the student's health history and family circumstances, and vision and hearing is documented in four forms:

1. Student Information Sheet (PS-SE-500),
2. Health History Inventory and Information from Home (PS-SE-507),
3. Report of Vision Screening (V-21), and
4. Report of Hearing Screening (H-13).

See Attachment D for copies of these forms. These four forms constitute the extent of the teacher's paperwork burden.

If any of these forms is not completed, the process will be delayed. Obtaining the necessary vision and hearing screening is sometimes problematic and time consuming for local campus staff. Vision and hearing testing technicians from AISD's Office of Vision and Hearing visit each campus twice during the course of a school year. If a student is not screened when these personnel are on the student's campus, arrangements must be made for special testing. One possibility is to transport the student to another campus where testing is occurring, but parents are sometimes unable to provide transportation and local campus staff risk liability in case of accident if they transport a student in a personal vehicle. Another possibility is to transport the student to the Vision and Hearing Office for special testing, but the same obstacles exist.

When the information is complete, a formal LST meeting is usually scheduled and held. The parent is usually invited to this meeting. At this meeting, the decision may be made to refer the student for comprehensive individual assessment, the next step toward qualifying a student for special education service. On the other hand, the decision may be made not to refer the student for comprehensive assessment, but rather to implement other options, e.g., referral to other district programs. (See Attachment E for a description of these programs.)

An LST meeting is not required by the District for a decision to be made to refer a student for comprehensive assessment. The principal could make the decision after consultation with the teacher and other persons, such as the school counselor, the psychological associate, and the parent.

If the student is referred for assessment, the law requires that parent consent for the assessment be obtained in writing. See Attachment D for a copy of the consent form, PS-SE-800. The law also requires that the parent be given a document developed by the Texas Education Agency (TEA) explaining the parent's and student's legal rights. The parent must sign a form acknowledging understanding and receipt of this document. If the parent does not give consent for assessment or does not sign the receipt page, no referral for assessment can be made, and the student must continue in regular education.

In addition to the parent signatures, another prereferral requirement is that the student pass the vision and hearing screening tests. If the student does not pass, the student must be examined by a vision or hearing medical specialist, and a report of the findings must be sent to the school.

The referral for assessment is complete when the LST Coordinator and a Psychological Services staff member meet, complete, and sign off on the Checklist for Special Education Assessment (PS-SE-570). See Attachment D for a copy of this form. The signatures of the LST Coordinator and the Psychological Services staff member attest to the completion of all the referral packet information. It is at this point that the referral officially begins. By law, the comprehensive individual assessment must be completed within 30 school days from the date of the referral.

Comprehensive Individual Assessment. The Assessment Team Coordinator (ATC), the psychological associate, notifies other District personnel of the assessment needed. In each case, three events occur:

1. A visiting teacher completes a social history of the student.
2. A Psychological Services staff member tests the student in one to six sessions.
3. A special education teacher completes a portion of the Student Information Sheet, PS-SE-500. See Attachment D for a copy of this form. The part completed by the special education teacher is at the bottom of page 3 of this form.

Depending on the areas of possible eligibility to be assessed indicated on the Checklist for Special Education Assessment, additional assessment activities may occur. In the case of a student being assessed for a handicap in the areas of hearing or vision, a report is required from a teacher of the auditorially handicapped or of the visually handicapped. If a student has a suspected speech handicap, a report from a speech pathologist is required. If a student may be eligible because of a physical handicap, a report from a nurse or a doctor must be completed. For related services, there must be a related service report. If a student is thought to be emotionally disturbed (ED), the ED checklist (Behavior Description checklist, Form N) is completed, generally by the referring teacher. If the checklist is not completed by the teacher, a Psychological Services staff member obtains the information the form is designed to collect. See Attachment D for a copy of the checklist. If the possibility of a learning disability (LD) is being considered, an LD observation is conducted by campus staff (often the counselor or the principal) and a Classroom Observation Form (SE-810-83) is completed. See Attachment D for a copy of the LD observation form. If any of these reports or forms is not completed, the assessment process (and hence the progress of the referral) will be delayed.

Some additional steps are necessary if the handicapping conditions of ED, LD, and autism are involved. In the case of LD, the Addendum to Comprehensive Individual Assessment Report: Learning Disabilities (PS-101-85) form, sometimes referred to as Form 101, must be sent to the school for the ARD Coordinator to secure the signatures of required assessment team members. See Attachment D for a copy of this form. These individuals must "concur" or "dissent" with the conclusion regarding the student's eligibility as an LD student. If there is disagreement, the issue must be discussed. An assessment team meeting may be held. If agreement is not reached, resolution of the issue resides with the ARD Committee.

In the case of a student's possible eligibility as an ED student, the comprehensive report must be signed by a licensed psychologist, of which there are two in Psychological Services. If the psychologist does not agree that the assessment indicates the student is ED, the comprehensive report is amended to reflect the psychologist's conclusion. If a determination of autism is made, the members of an Autism Committee (usually a speech therapist, an appraisal person, and a psychologist or psychological associate) sign the comprehensive report.

Psychological Services compiles all of the assessment information, then writes, corrects, and duplicates the comprehensive individual assessment report, and sends it to the school.

Meeting of the ARD Committee and Special Education Placement. Upon receipt of the comprehensive assessment report, the ARD Coordinator (counselor, principal, or assistant principal) schedules and holds an admission meeting. By law, this meeting must be held within 30 calendar days upon receipt of the written report. Also by law, the parent must be invited to this meeting. See Attachment D for a copy of Notice of Admission, Review, and Dismissal (ARD) Committee Meeting (SE-600-85). The parent is supposed to complete page 2 of the form declaring intent to attend the meeting or not, among other things. See Attachment D. The ARD Committee, of which the parent is a member, along with administrative, assessment, and instructional personnel, decides whether or not to admit the student to special education (if the student meets the eligibility criteria). If the student is admitted into the special education, and the parent accepts the placement decision--the parent has five days in which to give written consent--the student is placed in special education.

Case Studies

A few case studies will be helpful in explicating the referral process.

Case Study #1 Freddy Grade 4

"Freddy" first came to the attention of his teacher Mrs. Peterson almost immediately after he entered her class in the fall of 1985.* His teacher noticed that Freddy was below reading level, was having difficulty getting along with others, and constantly seemed withdrawn. She spoke to his mother, to the principal, and to another fourth grade teacher about the problems she felt Freddy was having. She then tried several strategies and alternatives before actually referring him for special education services. She tried peer tutoring which didn't work because Freddy couldn't get along with others. Mrs. Peterson also tried early morning tutoring with Freddy and another little boy. It did not work because Freddy could not get along with the boy. She also shortened and modified his assignments. He still seemed to fall behind. She would frequently call on him in an effort to draw him into class activities. Nothing seemed to work. Therefore, in late September, 1985, she decided to refer him to special education.

The first step Mrs. Peterson took was to talk to the school principal. They spoke about Freddy's problem, looked at his folder carefully, and decided that the necessary steps to refer Freddy into special education should be taken.

Mrs. Peterson then consulted with the special education teacher at her school about the situation and obtained the necessary referral paperwork. Mrs. Peterson was in charge of completing all the paperwork and making sure that Freddy had his vision and hearing testing done. Surprisingly to Mrs. Peterson, the process went rather smoothly with Freddy. The fact that his case was rather serious seemed to speed things up. However, it was a matter of two months from the time Mrs. Peterson decided to refer him to the time an LST meeting was arranged.

Freddy's case was reviewed at the LST meeting. It was decided that Freddy was a good candidate for receiving special education services and should therefore be given the battery of tests to determine if he would qualify. The testing is the part of the referral process that Mrs. Peterson felt took too long. The associate psychologist who does the testing at their school has several other schools at which to test. He comes to Mrs. Peterson's school once a week at the most.

Mrs. Peterson claimed that since Freddy's case was unusually serious, the testing was pushed along rather rapidly. In her opinion, it took too long, but not as long as with some other cases. It was approximately two and one-half months before the testing was completed. In the meantime, Freddy, in obvious need of special education services, was still in the classroom. He became disruptive and hard to handle. However, he was to remain in the classroom until it was officially decided that he was eligible to receive special education services. Immediately after the testing an ARD meeting was scheduled. At the meeting, approximately five months after the teacher identified a problem, and two and one-half months after the referral for assessment, it was decided that Freddy was eligible to receive services as an LD student.

ARD = Admission, Review, Dismissal
LD = Learning Disabled
LST = Local Support Team

* Both the names of the student and of the teacher have been changed.

Case Study #2 Junior Grade 9

This is "Junior's" second year in 9th-grade regular education classes. He started having behavior problems early in the school year. He would jump out of his chair and do and say strange things. His teachers brought the bizzare and impulsive behavior to the attention of his counselor, Mary Kowalski.*

Mrs. Kowalski agreed that Junior was having a problem and, after discussing the matter with the assistant principal in charge of discipline, started working with the his teachers. They tried several strategies and alternatives to try to better Junior's situation. First, Junior's class schedule was changed. He was placed with teachers he could take direction from a little more easily. Mrs. Kowalski considered how the time of day related to Junior's occurrences and started counseling him on a regular basis. Nevertheless, Junior's condition did not improve. On the contrary, Mrs. Kowalski noticed that Junior was becoming more and more depressed to the point that he became suicidal. At this point, she spoke with Junior's parents and got their permission to have the associate psychologist assess the seriousness of their son's suicidal thoughts, and conduct further testing if needed.

After testing Junior, the associate psychologist notified Mrs. Kowalski that there were enough indicators to show that he might be eligible to receive special education services. Therefore, after one month of trying different strategies and alternatives to better Junior's condition, Mrs. Kowalski decided to refer him for special education services. According to Mrs. Kowalski, this is not the procedure she normally follows when referring a child to special education. Normally, an LST meeting is held before a student is referred for psychological testing. In Junior's case, she referred him directly for psychological testing to measure the extent of his suicidal threats and, as a consequence of the results, ended up referring him to special education.

An LST meeting was held shortly afterward to review Junior's case. It was decided that Junior's referral process should continue. Mrs. Kowalski proceeded to complete the necessary paperwork. She sent out a one-page form of her own to Junior's teachers to get feedback on his behavior and grades. She then compiled that information to complete the paperwork. She chose to do this because she finds that some of the questions and wording on the paperwork are not suited to high school and teachers have a difficult time understanding it. She also arranged for Junior to get the necessary testing.

In approximately three months, the vision/hearing screening and the paperwork were completed. The psychological testing was completed twelve days later.

Two months after the testing, five months after Mrs. Kowalski started the paperwork, an ARD meeting was held. It was then decided that Junior was eligible to receive services as an ED student.

ARD = Admission, Review, Dismissal
LST = Local Support Team
ED = Emotionally Disturbed

* Both the names of the student and of the teacher have been changed.

Case Study #3 Luke Grade 2

"Luke" was a very verbal child.* His spelling was unbelievably good for a second grader. Yet, Luke had difficulty in mathematics and reading. He had trouble understanding directions, keeping up with what was required and was easily frustrated. His teacher, Mrs. Johnson, noticed Luke's problem within the first two weeks of school. She conferred with his first-grade teacher and discovered that he had had similar problems the year before. She also discussed Luke's problem with his parents and the counselor. They agreed that different strategies and alternatives should be attempted before referring him into special education.

Mrs. Johnson immediately started working to improve Luke's situation. First she modified his assignments. He no longer had to do seatwork. Instead, he would work on a one-to-one basis with the teacher's aide. Then, she put him on several behavioral programs, but none seemed to have a long-term effect. The strategies and alternatives did not work. Luke continued to have difficulties.

Mrs. Johnson spoke to Luke's mother and informed her Luke was still having problems. At that point, they both agreed that Luke should be referred to special education. Mrs. Johnston proceeded to get the necessary paperwork from the counselor. She hurried and completed the paperwork in about a week and a half and turned it in to the counselor. Now all she could do was try to meet Luke's needs as best as she could and wait for the LST.

It was approximately one month before an LST meeting was held. Luke's case was reviewed and it was decided that he should receive psychological testing. According to Mrs. Johnson, the testing took three months (actually, it took two). She stated that it took an additional month for the results to be reported.

One month after the psychological report, an ARD meeting was held. It was decided, approximately six months after the classroom teacher started the paperwork, that Luke did not qualify for special education services. By this time, it was almost the end of the school year. Luke was not making any progress and Mrs. Johnson was frustrated because she could not meet Luke's needs and angry with the decision not to place Luke in special education.

LST = Local Support Team
ARD = Admission, Review, Dismissal

* Both the names of the student and of the teacher have been changed.

WHAT DO TEACHERS KNOW ABOUT THE REFERRAL PROCESS, AND WHERE DO THEY GET THEIR INFORMATION?

A survey of regular education teachers showed that most had had experience with the referral process and felt comfortable with the teacher's role.

Two thirds of the teachers responding to the survey had at some time referred a student to special education. Almost one half of these teachers had referred a student to special education who was not admitted. At the same time, nearly three quarters of the teachers felt that "a great deal" or "some" information about the teacher's responsibility in the referral process was available. Over one half indicated that they had a good understanding of the teacher's role in the referral process. See Figure 2.

Most teachers get their information about the referral process from the school counselor and from other teachers, although teachers identify many other sources. See Figure 3.

WHAT INSERVICE TRAINING OR INFORMATION ABOUT THE REFERRAL PROCESS IS MADE AVAILABLE TO THE REGULAR EDUCATION TEACHER?

> Regular teachers must become familiar with the process before they are ever given forms to fill out. Some teachers don't understand the special ed. program, therefore the referral process becomes a waste of time and paperwork. Each school should give an inservice at the beginning of the year to present guidelines and regulations regarding special ed. programs in general. Most regular teachers don't know what LST, ARD & IEP stand for.
>
> --special education teacher
>
> There are no designated carriers of information, no systematic carrier of information. The psychological associates and the visiting teachers don't see themselves in the role.
>
> --special education central administrator

Everyone agrees that there should be inservices, and quite a few people have conducted them in previous years, but inservice attempts have been episodic and sporadic. At some local campuses, particularly the elementary campuses, annual inservices are conducted by the counselors. Some counselors have prepared or adapted written materials to explain the process to teachers. One example at Becker Elementary is a document entitled Let's Stretch Our Necks and Look Out for Youngsters.

Districtwide, there is no systematic, annual inservice about the referral process. (See page 46 for a description of special education inservice about general topics.)

Figure 2. TEACHER RESPONSES TO SURVEY ITEMS ABOUT THE INCIDENCE OF SPECIAL EDUCATION REFERRALS AND THE TEACHER'S ROLE, FALL, 1986.

KEY:
A = A great deal
B = Some
C = A little
D = None or very little

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

	N	Yes	No
Have you ever referred a student to special education?	208	66.3	33.7
Have you ever referred a student for special education who was not admitted?	204	47.6	52.5

		% A	% B	% C	% D
How much information about the teacher's responsibility in the referral process would you say is available?	200	17.5	54.5	19.0	9.0

		% SA	% A	% N	% D	% SD
I have a good understanding of the regular teacher's role in the referral process.	209	12.9	42.6	18.2	19.6	6.7

Figure 3. SURVEY RESPONSES FROM REGULAR EDUCATION TEACHERS REGARDING THEIR SOURCES OF INFORMATION ABOUT THE REFERRAL PROCESS, FALL, 1986.

KEY:
A. Special Education Procedures Manual
B. HELP: Handbook Explaining Local Procedures
C. Visiting Teacher
D. Psychological Associate
E. Counselor
F. Other
G. Assistant Principal
H. Principal
I. Other Teachers

	A	B	C	D	E
From what source do you get most of your information about the referral process? (N=165)	.6%	3.0%	1.8%	3.0%	43.6%
	F	**G**	**H**	**I**	
	15.8%	4.8%	3.0%	24.2%	

Other sources listed:

	N
Special education teacher	N = 15
Resource teacher	4
Own experience/training	3
College courses	4
Workshops/inservices	4
Speech pathologist	1
Have not received any information	2
Special education chairperson	1
Counselors	1
	35

Note: Thirty-two teachers listed other sources. Some teachers listed more than one source. In all, 32 teachers listed 35 other sources of information about the referral process.

HOW WELL DOES THE REFERRAL PROCESS WORK?

> [The] Referral Process seems to be set up to "deter" rather than to encourage identification of students.
>
> --special education teacher

This question is concerned both with efficacy, how well the process does what it is intended to do, and with efficiency, how speedily it is accomplished. Accordingly, the referral process should be viewed as having two related aims. One is to identify the students eligible for special education service with the smallest amount of resources expended. The second is to ensure that eligible students are processed as efficiently and expeditiously as possible so that they can begin receiving the help they need.

To accomplish the first aim, the District needs to minimize referrals which would not result in special education placement. The challenge for the process is to accomplish its first aim without being so restrictive that only the students with the most severe disabilities are considered. On the other hand, the process should not be so liberal that too many referrals slow down the system and tie up resources necessary to identify those students genuinely in need of special education. It is not always possible to predict which students will be eligible for services, but the "hit rate" can be maximized by educating teachers and others involved in the process to make referrals of students who stand a good chance of qualifying for services.

Teacher Opinion

One measure of how well the referral process works in AISD is reflected in the opinion of teachers about the process. A sample of 390 regular education teachers was asked to indicate degree of satisfaction or dissatisfaction with various aspects of the referral process. See Figure 4.

- Amount of paperwork--Many more teachers were dissatisfied than satisfied with the amount of paperwork; however, nearly one third did not have a strong feeling either way.

- Reasonableness of the information required--Nearly one half of the teachers surveyed were ambivalent about the reasonableness of the information required. A slightly larger percentage of teachers was satisfied than the percentage that was dissatisfied with it.

- Time from the referral to the initiation of service--Nearly one half of the teachers surveyed were dissatisfied with the time from the referral to the initiation of service. Nearly one third were ambivalent, with the remainder satisfied.

- Opportunity for teacher involvement in the process of referral and placement of individual students--Over one third of the teachers surveyed were ambivalent about their opportunities for involvement. The percentage of teachers who were satisfied was twice that of the percentage who were dissatisfied.

- Availability of information about referring students for special education--Over one third of the teachers surveyed were ambivalent about the availability of information about referral. A larger percentage of teachers was satisfied with the information available than the percentage that was dissatisfied.

Overall, teachers' dissatisfaction is evident regarding two aspects of the referral process: the amount of paperwork and the time from the referral to the initiation of service. Although from about one third to nearly one half of the teachers indicated mixed satisfaction and dissatisfaction, teachers were more satisfied than dissatisfied with the reasonableness of the information required, their opportunities for involvement in the process, and the availability of information about referring students to special education.

Figure 4. TEACHER RESPONSES TO SURVEY ITEMS ABOUT THEIR SATISFACTION WITH ASPECTS OF THE REFERRAL PROCESS, FALL, 1986.

QUESTION: How satisfied are you with the following aspects of the current referral process?

KEY: A = Very satisfied
B = Mostly satisfied
C = Partly satisfied, partly dissatisfied
D = Mostly dissatisfied
E = Very dissatisfied

		%	%	%	%	%
	N	A	B	C	D	E
Amount of paperwork	195	2.6	20.0	31.3	25.1	21.0
Reasonableness of information required	195	5.2	22.3	47.7	18.7	6.2
Time from the referral to the initiation of service	188	3.2	15.4	31.9	26.1	23.4
Opportunity for teacher involvement in the process of referral and placement of individual students	194	8.2	35.6	34.5	18.0	3.6
Availability of information about referring students for special education	192	8.3	31.3	37.0	17.7	5.7

Referral Timeline

> Reduce the amount of time between the initial referral and the official evaluation and testing.
>
> --regular education teacher

Another measure of the efficiency of the referral process is the amount of time between the referral and special education placement. Using AISD's master computer file for special education, the SEMS (Special Education Management System), an attempt was made to calculate the amount of time between certain key events on the referral timeline. Attachment F delineates the important events on the timeline, along with the computer and paper sources for their dates of occurrence. The following dates were considered:

- Date referred to a campus administrator
- Date parent permission given for assessment
- Date referral received by special education
- Date of comprehensive assessment
- Date parent notified of ARD meeting
- Date originally placed

These events, logically and in the opinion of a special education administrator consulted, should have been chronological. In fact, when the students placed in special education during the 1985-86 school year were considered, the calculated times between each of these events ranged from improbable to highly unlikely. For example, the time from the date referred to a campus administrator to the date parent permission was given for assessment ranged from minus 3,653 days (i.e., 10 years before) to 1,126 days (more than three years later.) In the face of these suspect times, it was concluded that the SEMS file was not suitable for calculations of this type. A considerable number of dates were missing. Attempts to refine the calculations by imposing the logical chronological order on the data and by including only those cases fitting this order resulted in the exclusion of nearly all of the students considered. To account for these anomalies, ORE was led to consider the following possibilities:

1. The data on the SEMS are not completely accurate, or
2. The assumptions about the chronological order of the events were incorrect, or
3. The dates, even those thought to be relatively static, are extremely fluid, changing frequently over the course of a school year.

A small number of student folders was examined as part of case studies conducted to enhance understanding of the referral process. Data about six students were obtained. Based on this very small, random, although nonrepresentative sample, the times between important events are displayed in Figure 5. A discussion follows the figure.

Figure 5. TIMES BETWEEN IMPORTANT EVENTS ON THE REFERRAL TIMELINE.

		Number Days Elapsed*		Number Days Since Last Event**	
Student #1	Date	School	Calendar	School	Calendar
REF-AS	10-9-84	—	—	—	—
PAR-PERM	3-25-85	99	167	99	167
RECEIVED	3-7-85	92	149	- 7	- 18
AS	5-22-85	139	225	47	76
PAR-NOT	5-14-85	133	217	- 6	- 8
PLACED	5-22-85	139	225	6	8
ST-PROG	5-22-85	139	225	0	0

		Number Days Elapsed*		Number Days Since Last Event**	
Student #2	Date	School	Calendar	School	Calendar
REF-AS	10-2-85	—	—	—	—
PAR-PERM	11-18-85	32	47	32	47
RTS-RECD	11-18-85	32	47	0	0
RECEIVED	12-5-85	43	64	11	17
AS	1-9-86	58	99	15	35
PAR-NOT	3-1-86	91	150	33	51
PLACED	3-5-86	94	154	3	4
ST-PROG	3-5-86	94	154	0	0

		Number Days Elapsed*		Number Days Since Last Event**	
Student #3	Date	School	Calendar	School	Calendar
REF-AS	12-3-85	—	—	—	—
PAR-PERM	11-12-85	-13	-21	-13	- 21
RECEIVED	No Date	-	—	—	—
AS	11-12-85	-13	-21	0	0
PAR-NOT	11-12-85	-13	-21	0	0
PLACED	11-20-85	-13	-21	0	0
ST-PROG	11-20-85	- 7	-13	6	8

		Number Days Elapsed*		Number Days Since Last Event**	
Student #4	Date	School	Calendar	School	Calendar
REF-AS	12-5-85	—	—	—	—
PAR-PERM	12-19-85	10	14	10	14
RTS. RECD	12-19-85	21	45	11	31
RECEIVED	1-16-86	20	42	- 1	- 3
AS	2-13-86	37	70	17	28
PAR-NOT	3-6-86	52	91	15	21
PLACED	Not admitted	57	98	5	7
ST-PROG	ARD 3-13-86		—	—	—

		Number Days Elapsed*		Number Days Since Last Event**	
Student #5	Date	School	Calendar	School	Calendar
REF-AS	10-29-85	—	—	—	—
PAR-PERM	10-21-85	- 6	- 8	- 6	- 8
RTS-RECD	10-21-85	- 6	- 8	0	0
RECEIVED	10-29-85	0	0	6	8
AS	11-19-85	15	21	15	21
PAR-NOT	1-8-86	39	71	24	50
PLACED	1-14-86	43	77	4	6
ST-PROG	1-14-86	43	77	0	0

		Number Days Elapsed*		Number Days Since Last Event**	
Student #6	Date	School	Calendar	School	Calendar
REF-AS	11-20-85	—	—	—	—
PAR-PERM	11-20-85	0	0	0	0
RTS-RECD	11-20-85	0	0	0	0
RECEIVED	11-20-85	0	0	0	0
AS	1-10-86	25	51	25	51
PAR-NOT	1-9-86	24	50	- 1	- 1
PLACED	1-16-86	29	57	5	7
ST-PROG	1-16-86	29	57	0	0

* Days are calculated from the date the student was referred to a campus administrator.
** Days are calculated from the preceding date.

REF-AS	Date referred to campus administrator
PAR PERM	Date parent permission given for assessment
RTS-RECD	Date parent received the rights handbook
RECEIVED	Date referral received by special education
AS	Date of last comprehensive assessment
PAR-NOT	Date parent notified of ARD meeting
PLACED	Date ARD originally placed
ST-PROG	Current program starting date

Average Number of School Days Elapsed - 59.17 (1/3 of the school year)
Average Number of Calendar Days Elapsed = 99.67 (3.2 months)

Examination of Figure 5 indicates the following:

1. Even with a small, nonrepresentative sample, there is a noticeable variance in the number of days which elapsed from the date referred to a campus administrator to the date of placement (or, with Student #4, the date of the ARD). The number of school days varied from -7 to 139. Calendar days ranged from -13 to 225.

2. One case, Student #3, illustrates an exception to the general model of the referral process described. This secondary student experienced emotional difficulties and was removed from the home campus to Shoal Creek Hospital where the student was assessed by staff there. This apparently accounts for the date referred to campus administrator occurring after the parent gave permission for assessment, was notified of the ARD meeting, and assessment took place. Cases of this sort may also help to account for the difficulty ORE had in using the SEMS file to calculate times between events.

3. In four of six cases (67%) (in one case no calculation could be made), the legal limit of 30 school days from the referral for assessment to the completion of the comprehensive individual assessment was met. For these four cases, the average time for completion was 18 school days. For all cases, the average completion time was 23.8 school days, within the legal limit.

4. In four of the six cases, the legal limit of 30 calendar days for the ARD Committee to meet when the comprehensive assessment is completed was met. For these four cases, the average time elapsed from completion of assessment to the meeting of the ARD Committees was 8.5 days. For all cases, the average time was 24.2 calendar days, within the legal limit.

5. In the five cases for which there were dates, the average time for local campus staff to complete the requirements for referring students for assessment was 29 school days or 48.2 calendar days (1.6 months).

6. For all six cases, from the date the student was referred to a campus administrator until the student started in special education (or was not admitted), an average of 59.17 school days elapsed. An average of 99.67 calendar days elapsed (including school holidays).

Although these dates are from a sample insufficient for confident generalization, the data indicate that in the majority of cases, legal timelines are being observed. According to information provided by the Office of Psychological Services, the average time for completion of comprehensive assessments performed by that staff is 32.5 school days, close to the legal limit. Local campuses took more than one and one-half months to complete the requirements for referring students for assessment.

Accuracy of Referrals

Another measure of how well the referral process works is the percentage of referrals which result in special education placement. If many more referrals are being made that do not result in placement than do, the process is inefficient.

According to information furnished by the Office of Psychological Services, 799 referrals were made in 1985-86. Of these, 81% (647) were determined by testing to be eligible for special education services. See Figure 6. It is not known at this time what percentage of these referrals resulted in special education placement. The Office of Psychological Services maintains a computer file tracking the disposition of referrals for assessment. However, the file does not contain placement data. The SEMS file contains a current record of the number of special education students, but the number of students who were assessed but not placed is not recorded. ORE is attempting to match the computer records on these files to determine the placement percentage.

All special education assessment is not performed by the Office of Psychological Services. In 1985-86, 1,726 students were placed in special education. Some of these students were temporary placements, special education students coming from other districts who are provided services until AISD obtains their records or, when it cannot, needs to refer them for assessment. Another 361 students were speech handicapped. Speech assessments are performed by Speech/Language Services. Students placed in the Early Childhood units at St. Johns, Casis, and the Developmental Center were assessed by their own staff. The same is true of students placed at Mary Lee and Girlstown. Some students at the State Hospital and Shoal Creek are not assessed by Psychological Services. Most students who received homebound services, usually classified as other health impaired (OHI), were admitted by way of a doctor's report. See Attachment C. Pregnant students placed in the Teenage Parent Program (86 in 1985-86) are tested by their own staff, rarely by Psychological Services.

Examination of Figure 6 reveals the following:

- In 1985-86, 799 students were referred for assessment by Psychological Services. Most of these students were referred by elementary schools, an average of about 12 per school. Only about six students per school on the average were referred by junior high schools, about three students per school by senior high schools.

- A small percentage of the student enrollment at the elementary level was referred. Even smaller percentages, less than 1%, were referred at the secondary level.

- High percentages of the students referred were determined to be eligible for special education. However, 40% of the high school students referred did not qualify for services based on test results.

Figure 6. REFERRALS FOR INITIAL ASSESSMENT FOR SPECIAL EDUCATION IN 1985-86. This figure was supplied by the Office of Psychological Services.

Type of School	Average No. Referrals Per School	% of Students Referred	% of Referred Students Eligible
Elementary	11.9	2.05	82
Junior High	6.2	.72	82
Senior High	2.7	.15	60

	84-85	85-86
Total Initial Referrals	761	799
% Eligible	60%	81%

Initial Referrals: Counted were students referred for initial evaluations for special education during 85-86 (excluding partial batteries, temporary placements and reevaluations). Students who were referred but moved out of the District during 1985-86 before testing were not counted. Students referred at the end of the school year who were not tested in 85-86 were counted in number of referrals but were not computed as part of the percentage of referrals qualifying for special education.

Eligible: Students whose test results indicated they qualified for special education services.

Part Two - SUGGESTIONS FOR STREAMLINING THE REFERRAL PROCESS

CAN THE REFERRAL PROCESS BE STREAMLINED?

> The paperwork needs to be streamlined or the teacher will not get involved.
>
> The existing guidelines set up by law make any sort of streamlining attempt very difficult.
>
> The process has been greatly improved in recent years.
>
> --regular education teachers

The Teacher Perspective

In fall, 1986, samples of 390 regular education and 330 special education teachers were surveyed. Each sample was asked to respond to this survey item: "What specific suggestions do you have for streamlining the process for referring students to special education?"

Figures 7 and 8 summarize the suggestions given by regular and special education teachers, respectively, on ways to streamline the referral process.

About one half of the regular education teachers who responded had something to say about time and/or paperwork. Ten percent had not referred anyone or did not know much about the process. Among the other suggestions made were:

- Provide a sample form or checklist.
- Hire more staff to test students.
- Have inservice about the referral process.

Approximately 40% of the special education teachers who responded had something to say about time and/or paperwork. Another 15% suggested that more information on who/why/how to refer should be provided to regular education teachers. Among the other suggestions made were:

- Special education teachers should help in the process.
- Use a screening instrument to determine if a student should be referred.
- Develop a better way to have vision/hearing screening done.

Figure 7. REGULAR EDUCATION TEACHERS' SUGGESTIONS ON WAYS TO STREAMLINE THE PROCESS FOR REFERRING STUDENTS TO SPECIAL EDUCATION.

Comment	Number of Teachers
Left blank	90
Teacher wrote or indicated, "None."	12
	102
Condense the forms and eliminate redundancy.	30
Have not referred anyone/Not enough experience to answer/Don't know enough about process	12
Shorten time between testing and placement.	10
Hire more professionals to decide on placement of student.	8
More information for teachers on who/why/how to refer	7
A filled-out example form or checklist	6
Speech referrals should not be as long as other referrals.	5
A time limit on the different steps of the referral process	3
Paperwork should be completed by someone.	3
Terminology on forms should be made understandable to regular education teachers.	3
Pre-school inservice of the referral process	3
Administer a short screening test to each referred student.	3
All steps are necessary.	2
The teacher making the referral should be given feedback as the referral progresses.	2
Teachers need forms in their room/names and phone numbers of support personnel at her school.	1
Special education teachers need more time to test.	1
Test students on priority based on severity and need.	1
Make it easy to return ED students to special education if not working out in regular classroom.	1
Have simple explanation on system and a contact person to answer questions.	1
Allow teacher input to referral system to be in oral form in an interview. Teacher should be trusted to make professional decisions regarding students.	1
Allow students to receive special education services upon teacher observation, then make more definite decisions about placement after formal testing.	1
Counselor follow-through	1
Cumulative folders for special education students who transfer into AISD, should be requested immediately by the school office.	1
Fewer people should be involved in the process.	1
Assistance should be given to teachers completing referral	1
Other	5
	113

Figure 8. SPECIAL EDUCATION TEACHERS' SUGGESTIONS ON WAYS TO STREAMLINE THE REFERRAL PROCESS.

Comment	Number of Teachers
Left blank	3
Not qualified to answer question adequately	6
	9
Reduce the paperwork and eliminate redundancy.	11
More information to regular education teachers and/or principals on who/why/how to refer	8
Speed up the psychological testing process.	6
Use a screening instrument to determine if student should be referred.	5
Develop a better way to have vision/hearing screening done.	4
Speed up process after initial referral.	4
All steps are necessary.	3
Special education teachers should help in the referral process.	3
Counselor follow through	2
Follow procedures consistently throughout the District.	1
Test students on a priority basis depending on severity and need.	1
Parent involvement	1
The 30 days allowed for referral should be reduced.	1
Have one specific person in charge of gathering all necessary information.	1
Flowchart of forms and process to be in the referral*	1
Get all special education teachers a consultation period.	1
	53

Note: The number of teachers who made suggestions was 38. Several teachers gave multiple responses. The total number of suggestions made by the teachers was 53.

---

* See pages 8 through 13 and Attachment C.

The Counselor Perspective

Seven elementary counselors, six on the Elementary Counseling Steering Committee and one with a dual-campus assignment, were interviewed in fall, 1986. Elementary counselors had a number of general suggestions for streamlining the referral process. These are listed in Figure 9 below.

Figure 9. SUGGESTIONS FROM ELEMENTARY COUNSELORS FOR STREAMLINING THE REFERRAL PROCESS.

1. For the sake of continuity and good working relationships, keep the LST team (visiting teacher, psychological associate, special education coordinator) the same.
2. To make for continuity from the primary to the intermediate grades, assign the same support staff to paired schools.
3. Consider a different referral form to get started, one which would have the teacher's impressions about the child and what the concern was. This abbreviated form could also be used for referring students for speech services.
4. The social history is done as part of the referral packet. There is no need for a home visit. It should be done at the point when the papers are signed. This would eliminate one big part of the process.
5. Have the vision and hearing screening done on campus by the nurse or even a nurse's aide, rather than by people coming in.
6. Do as many things as possible on campus.
7. In the case where a student comes from outside the District, rather than each school individually calling during the day at regular phone rates, send the name to a person in Central who would make the call using a WATS line.
8. Have an aide maintain a wall chart with the dates indicating the referral's progress. Alternatively, have the aide enter the dates on software on the school's computer.

Counselors had some comments about particular referral forms. These are contained in Figure 10 below.

Figure 10. COMMENTS FROM ELEMENTARY COUNSELORS ABOUT REFERRAL FORMS.

Form: Student Information Sheet

Comments:

1. If possible, condense the Student Information Sheet to one or two pages (from the current three pages).
2. Instead of having the teacher fill it out, someone on the referral committee could take notes on what the teacher says in the LST meeting.
3. Even when someone bears down firmly on the pressure-sensitive, noncarbon paper, you cannot read the last page.
4. The form should be organized differently. It should read, "Identify the problem." The next section should be test scores, then classroom behaviors.

Form: Health History

Comments:

1. This form does not have to be completed before the LST meeting. The information could be gotten from the parents in the meeting.
2. Complete the Health History form after the LST meeting, if possible.

Student Information Sheet. Counselors had some specific comments about sections of this form. These are summarized in Figure 11 below. Refer to Attachment D for a copy of the form.

Figure 11. COMMENTS FROM ELEMENTARY COUNSELORS ABOUT SECTIONS OF THE STUDENT INFORMATION SHEET.

Section	Counselor Comment
II. Current Educational Status	- Teachers almost always think English or Spanish rather than instructional level. - Why is it necessary to know whether the student participates in P.E.? - This section is confusing to teachers. It is complicated and cluttered.
III. Testing Information	- Cut out testing information. It is in the student's cumulative folder already. - There is a copy of this information on the measurement card. Having it here is redundant. - Include an attachment for the testing information.
IV. Behavior Descriptors	- The rating scale is not easy to understand. - Who looks at behavioral descriptors? So what? It is good information, but it will not determine whether or not a student gets into special education. - Teachers have a hard time doing the rating in this section. - Attendance information was asked for in an earlier section. In any event, attendance information is in the cumulative folder which is brought to the meeting. - Teachers' judgments sometimes offend parents, e.g., indicating that a student is not well groomed.
V. Curriculum Objectives	- If it is just a speech articulation problem, it does not fit the situation to fill out this section. - The information in this section does not contribute to the decision-making process. - It is not clear what information is being requested. We should forget section V and just use section VI. - This section "scares a lot of teachers."
VI. Educational Efforts and Results	- There is not much difference between this and the following section. - Section VI is a lot like section V. The two sections could be combined. - A lot more space should be allotted to efforts and results of efforts. Teachers will seldom attach extra pages.
VII. Modifications	- "Modifications" includes "instructional strategies," given in section VI. - Section VII is difficult for teachers to complete. They have often provided the information in section VI. Teachers do not know what to put in the space.

The Administrative Perspective

Ten principals and assistant principals were interviewed, one by phone. They were asked for suggestions for ways to streamline the referral process. Their responses are listed below.

Figure 12. SUGGESTIONS FROM PRINCIPALS AND ASSISTANT PRINCIPALS FOR STREAMLINING THE REFERRAL PROCESS.

1. Keep only essential paperwork. It is important to have information so as not make the wrong assessment, important that parents know their rights, important to jot down notes.
2. There has to be someone who reserves the right to make decisions for the student. Someone must be willing to take the lead.
3. Look at information already in the folder and decide what to do with it. Try to calm the teacher down and have the teacher think about alternatives, e.g., talking with Chapter 1 teacher.
4. Do a lot more verbal transmission of information. It is easier to articulate in a meeting than to write it down.
5. Make the forms less unwieldy.
6. I like the paperwork the way it is. If the teacher is serious, the teacher will fill it out. It may be that the paperwork is necessary for "quality control," as a kind of "speed bump."

Part Three - COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS

WHAT PLACEMENT INFORMATION IS AVAILABLE TO THE REGULAR EDUCATION TEACHER REGARDING THE NATURE AND EXTENT OF A SPECIAL EDUCATION STUDENT'S DISABILITY?

> As a "special area teacher" I am frequently not told which children are even in spec. ed. much less as to how to deal with their handicaps.
>
> --regular education teacher

This theme was sounded by a number of teachers responding to a survey. A prime concern seems to be apprehension on the part of some teachers about what to expect from special education students in their classes. Evidently, these teachers feel as if they have been left in the dark, and perhaps at some schools they have. However, according to the Supervisor of Psychological Services, teachers are one of the audiences for whom the comprehensive individual assessment report is written. This report, which contains considerable information about a special education student's disability, is supposedly available to teachers. At one high school, the report apparently is not. The assistant principal questioned whether the sensitive psychological information it sometimes contains might not be abused by some teachers. At this school, the report is kept in the special education folders, which in turn are kept under lock and key by the secretary to the special education department chairperson. The assistant principal did not, however, have any objections to a teacher seeing a student's IEP (Individual Educational Plan).

The student's IEP is another source of information available to the regular education teacher. It is contained in the special education folder kept on the campus. Although it is not intended to describe the nature of a student's disability, it does specify the instructional program the student is undergoing. The disability for which the student is receiving help could be inferred from the kind of help prescribed.

As regards teachers' concerns about not knowing which of their students is in special education, it is customary at some schools for the special education teachers to put into the regular education teachers' boxes lists of which of their students is in special education. At the secondary level, multiple copies of computer listings of the students in special education are sent by Secondary Special Education to the schools. Teachers can also make inquiries of the special education department chairperson (at the secondary level), special education teachers, the counselor, the assistant principal, or the principal.

TO WHAT EXTENT ARE REGULAR EDUCATION TEACHERS INVOLVED IN FORMULATING SPECIAL EDUCATION STUDENT'S IEP's?

The regular education teacher initially referring the student is a member of the ARD Committee and participates in formulating the student's IEP. Subsequent to admission, an annual ARD meeting is held at which the student's IEP is reviewed and modified if necessary. ARD's can be convened at any time to modify a student's IEP.

HOW ARE IEP IMPLICATIONS FOR CLASSROOM INSTRUCTION COMMUNICATED TO THE REGULAR EDUCATION TEACHER?

> Their IEP's.
>
> Behavioral and academic IEP goals.
>
> --regular education teachers' responses to a survey question asking them what information about special education students they would like to have that they did not presently have

As stated on the previous page, the student's IEP is contained in the special education folder kept on the campus. Evidently, some teachers never see the IEP or are unaware that it is available to them. Some regular education teachers receive from the special education teacher a form titled Regular and Special Education IEP Coordination (SE-626-86). See Attachment G. The form is used only when a student's ARD Committee makes modifications in the student's instruction. It is filled out and reviewed at each ARD meeting. One intent of the form, according to a special education administrator, is to encourage discussion between regular and special education teachers before a student's ARD meeting. The form is new in 1986-87, although it simply formalizes a procedure which has been going on for some time. Special Education administrators report that the form is being well received at the secondary level and that parents like it.

However, there does not seem to be any formal mechanism by which the IEP and the instructional modifications it would specify are communicated to all of the regular classroom teachers who feel they would like to see them.

HOW DO REGULAR AND SPECIAL EDUCATION TEACHERS COMMUNICATE AND INTERACT REGARDING INSTRUCTION?

> They don't communicate. Each [group] does its own thing. They don't plan together.
>
> Special education and regular education teachers talk a lot.
>
> When a child is in special education, the regular teacher just wants to say, "They're yours."
>
> --elementary counselors

One structure in place which requires communication between regular and special education teachers is the grading conference. Regular and special education teachers are supposed to talk about the grade the special education student is going to receive. According to an elementary counselor, this conference takes a lot of time, and it is difficult for teachers to find the time to meet. An elementary principal concurred that there was not enough time for them to get together.

Another occasion for regular and special education teachers to meet is before students' annual ARD's.

An elementary counselor redirects teachers who come to her with problems and encourages them to meet directly with the resource teacher.

Another structure which promotes communication/interaction between regular education and special education teacher is the team/grade level meeting. Although not true at every school, special education teachers are invited to these meetings. At some schools, a representative from the special areas (art, P.E., music, special education) attends team meetings.

It is customary at some schools, especially at the secondary level, at the beginning of the year for the special education teachers to put something in the regular education teachers' boxes to let them know which of their students are on the special education rolls and which special education teachers are responsible for these students.

At one high school, the counselor and assistant principal spoke highly of regular and special education teachers team teaching.

One secondary assistant principal expressed the opinion that it was up to the special education teacher to make contact with the regular education teacher.

For one principal, it goes back to the principal to set up the stage for the teachers to work together.

As with teachers in general, informal communication always exists.

WHAT INFORMATION ABOUT THEIR SPECIAL EDUCATION STUDENTS DO REGULAR EDUCATION TEACHERS WANT THAT THEY THINK THEY DO NOT NOW HAVE?

A sample of 390 regular education teachers was surveyed with the above question. A summary of their responses is presented in Figure 13 below. The majority of the responding teachers indicated that they did not want any additional information about the special education students in their classes. Most of the responding teachers who indicated that they wanted information wanted to know who the students are, the students' problems, and how to deal with them.

Figure 13. INFORMATION REGULAR EDUCATION TEACHERS WANT THAT THEY THINK THEY DO NOT HAVE.

Comment	Number of Teachers
Teacher wrote or indicated, "None."	105
Left blank	9
I do not have a student in special education.	4
I am satisfied.	8
	126
Description of students' problems and how to deal with them	36
IEP	10
I am not told anything.	9
Special education folder	8
Instructions/demonstration on alternative methods of instruction and testing	5
Cooperation with special education teacher	4
Printout of test scores	4
Conference with special education and/or parents	3
What types of program are available, how do children qualify, and how long does it take?	3
What student and handicap in special education	3
Personal history	2
Progress made since in special education	1
Any information	1
	89

WHAT RESOURCES ARE AVAILABLE TO SUPPORT THE REGULAR EDUCATION TEACHER IN INSTRUCTING SPECIAL EDUCATION STUDENTS?

> Our Special Education teachers are always accessible. The counselor is also most helpful when I have concerns.
>
> --regular education teacher

The primary resource available to support the regular education teacher in instructing special education students is other staff. All of the following have been mentioned as resources for the teacher:

- Principal
- Counselor
- Special education teachers
- Special education instructional coordinators
- Psychological associate
- Speech therapist
- Visiting teacher
- Occupational therapist
- School nurse
- Helping teacher
- Special area teachers (e.g., Chapter 1)
- Other regular classroom teachers

At one elementary school, the principal posts a handout with the names of support persons.

Besides the people themselves, a variety of written information has been developed by different staff for the teacher's reference. Below is a brief list of available materials encountered in the evaluation.

- "Suggested Adaptations by Handicapping Condition"
- "Characteristics L. D. Children May Exhibit"
- "Teacher Checklist of Learning Disabilities"
- "Identification of Children with Learning Disabilities"
- "Classroom Teaching Techniques for the ADD Child"

Another resource available to teachers is a special program besides special education through which the student's instruction might be bolstered. These resources are cited in Attachment E.

Finally, and not least, teachers have their own resources based on training and experience on which to draw. The teacher can supplement that training by returning to school and taking special education courses, and by special education-related inservice. Inservice training is discussed on the next page.

WHAT INSERVICE TRAINING DO REGULAR EDUCATION TEACHERS RECEIVE ABOUT SPECIAL EDUCATION?

According to Staff Development, one day per year of special education inservice is required for teachers.

This is one of the two days teachers earn of time-equivalency staff development (TESD). Teachers acquire this training on their own time, usually at the University of Texas or the Region XIII Educational Service Center. In the estimate of the Coordinator for Secondary Staff Development, 95% of teachers get their required training at Region XIII during the summer. According to a Special Education administrator, this is a major obstacle to dictrictwide training because special education is addressed from a regional rather than districtwide perspective.

According to the Coordinator for Secondary Staff Development, a wide variety of topics can be approved for special education training; e.g., training in cardiopulmonary resuscitation (CPR) because it may be useful in dealing with students who have seizures. A listing of course offerings at Region XIII for spring, 1987 is presented on the following page.

In addition to the training available through UT and Region XIII, instructional films and videotapes can be checked out from Secondary Special Education. Teachers view the material, then take a test over it. If the teacher answers 80% of the test items correctly, the teacher gets the amount of TESD credit equivalent to the length of the film or videotape. A one hour videotape, if the teacher passes the test, is equivalent to one hour of credit. By state definition, six hours equals one day of training.

Special Education has provided Staff Development and the Educational Service Center with criteria AISD feels should be met before a topic should be approved for special education training. Topics are not allowed special education credit unless the instructor relates the topic to the handicapped student. The following topics are considered appropriate for credit:

- adapting materials,
- modifying instruction,
- social/behavioral topics, e.g., discipline, child abuse,
- understanding handicapping conditions,
- special education rules and procedures,
- modifications/adaptations of essential elements,
- individualized instruction,
- learning styles, and
- other topics such as parent conferences, etc. if the descriptor specifically targets special education.

Special Education administrators hope to be able to review the ESC and district offerings in advance and to come to agreement on which sessions should receive special education credit. They could then have a master list of acceptable courses to use to advise teachers.

Other than the one day of required training, special education inservice is left up to the teacher and the local campus.

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CHECK WORKSHOP LOCATIONS CAREFULLY

AUSTIN WORKSHOP SCHEDULE

NUMBER	DATE	TIME	TITLE	LOCATION	PRESENTER
501	JAN. 17	9:00-4:00	IDENTIFYING AND ACCESSING COMMUNITY RESOURCES FOR TEACHING HEALTH	AMERICAN CANCER SOCIETY	AMERICAN CANCER SOCIETY
502	JAN. 17	9:00-4:00	CORRELATING EFFECTIVE TEACHING PRACTICES WITH T.T.A.S.	ESC XIII	DONNA CRAWFORD
503	JAN. 17	9:00-4:00	PREVENTING, IDENTIFYING, REPORTING CHILD ABUSE & DEALING WITH THE AFTERMATH	ESC XIII	JUDY WILLIAMS
504	JAN. 17	9:00-4:00	*INTRODUCTION TO COMPUTERS AND UTILITIES	ESC XIII	JAMES WILLMS
505	JAN. 19	9:00-4:00	*INTRODUCTION TO DISCIPLINE AND CLASSROOM MANAGEMENT	ESC XIII	DONA STALLWORTH
506	JAN. 20 & 22	5:00-8:00	*ESP (EXPECTATIONS AND STUDENT PERFORMANCE T.T.A.S.: PUTTING THE TWO TOGETHER	ESC XIII	PHYLLIS LEE
507	JAN. 20 & 22	5:00-8:00	*INTRODUCTION TO SIGN LANGUAGE II	ESC XIII	LAURIE NIPPER
508	JAN. 23	9:00-4:00	*COMMON SENSE DISCIPLINE	L.B.J. H.S.	DR. ROGER ALLEN
509	JAN. 24	9:00-4:00	*ACCOMMODATING THE HANDICAPPED STUDENT IN THE REGULAR CLASSROOM	ESC XIII	MAXINE LAIN
510	JAN. 24	9:00-4:00	*STORYTELLING: AN OLD TALE WITH A NEW TWIST	ESC XIII	FINLEY STEWART
511	JAN. 27 & 29	5:00-8:00	*APPLEWORKS FOR TEACHERS: DATA BASE	ESC XIII	JAMES WILLMS
512	JAN. 31	9:00-4:00	TACKLING TEAMS: ACTIVITIES FOR READING, WRITING, AND MATH OBJECTIVES	ESC XIII	ANNA HOLEKAMP WAYNE GABLE
513	JAN. 31	9:00-12:00	ATTENTION VISION SCREENERS	ESC XIII	ELAINE MOSES
514	JAN. 31	9:00-4:00	*THE NEBRASKA COMPUTER READING RETRIEVAL SYSTEM AND THE READING STYLE INVENTORY	ESC XIII	ANN LAQUEY
515	FEB. 3 & 5	5:00-8:00	*APPLEWORKS FOR TEACHERS: WORD PROCESSING	ESC XIII	JAMES WILLMS
516	FEB. 7	9:00-4:00	*ELEMENTARY, MY DEAR MR. BLOOM - COMBINING THE ESSENTIAL ELEMENTS WITH BLOOM'S TAXONOMY	ESC XIII	CANDACE SPENCE
517	FEB. 14	9:00-4:00	*WORD PROCESSING FOR TEACHERS, ADMINISTRATORS, AND STUDENTS: AN INTRODUCTION TO THE MACINTOSH COMPUTER	ESC XIII	ROMAN ROCHA
518	FEB. 14	9:00-4:00	EXPLORING THE DILEMMA OF TEENAGE PREGNANCY	ESC XIII	PATSY BENAVIDES
519	FEB. 21	9:00-4:00	IN SEARCH OF E.Q.: EFFECTIVE CLASSROOM MANAGEMENT AND POSITIVE CLASSROOM ENVIRONMENT	ESC XIII	DONA STALLWORTH
520	FEB 21	9:00-4:00	*THE DYSLEXIC CHILD IN THE ELEMENTARY MAINSTREAM	ESC XIII	ANN LAQUEY
521	FEB. 21	9:00-4:00	*DESKTOP PUBLISHING UTILIZING THE MACINTOSH	ESC XIII	JAMES WILLMS
522	FEB. 24 & 26	5:00-8:00	MAKING SENSE OF THE ELEMENTS OF LESSON DESIGN AND THE INDICATOR OF THE T.T.A.S.	ESC XIII	PHYLLIS LEE
523	FEB. 24 & 26	5:00-8:00	*APPLEWORKS FOR TEACHERS: SPREADSHEET	ESC XIII	JAMES WILLMS
524	FEB. 28	9:00-4:00	*ASSERTIVE DISCIPLINE STRATEGIES	ESC XIII	DONNA CRAWFORD
525	FEB. 28	9:00-4:00	INTEGRATING CHILDREN'S BOOKS THROUGHOUT THE CONTENT AREAS	ESC XIII	WAYNE GABLE
526	MAR. 3 & 5	5:00-8:00	IN SEARCH OF E.Q.: INSTRUCTIONAL STRATEGIES AND PRESENTATION OF SUBJECT	ESC XIII	MARGIE SANFORD ANN LAQUEY
527	MAR. 7	9:00-4:00	*READING COMPREHENSION INSTRUCTION: PRINCIPLES TO GUIDE CLASSROOM PRACTICE	ESC XIII	DR. JOHN SHEFELBINE
528	MAR. 7	9:00-4:00	ASKING PARENTS FOR HELP	ESC XIII	MARY MARGARET SALLS
529	MAR. 7	9:00-4:00	*TELECOMMUNICATION	ESC XIII	JAMES WILLMS
530	APRIL 4	9:00-4:00	*MICROCOMPUTERS IN THE RESOURCE ROOM	ESC XIII	JAMES WILLMS
531	APRIL 4	9:00-4:00	*READING COMPREHENSION INSTRUCTION: PRINCIPLES TO GUIDE CLASSROOM PRACTICE	ESC XIII	DR. JOHN SHEFELBINE

An asterisk (*) indicates that ESC XIII recommends special education inservice credit for the workshop. The final approval for special education credit, however, is a local district decision.

Part Four - SUGGESTIONS FOR IMPROVING THE COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS

HOW COULD THE COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS ABOUT INSTRUCTION BE IMPROVED?

> All faculty members need to be properly informed about all special education students at the beginning of each semester!
>
> --regular education teacher

The Teacher Perspective

A sample of 390 regular education teachers was surveyed in fall, 1986 regarding communication/interaction with special education. Results from the responding teachers are presented in Figure 14 below. The majority of teachers indicated that the amount of communication/interaction they have with special education teachers is the right amount. While more than one quarter of teachers indicated mixed satisfaction and dissatisfaction concerning the instructional information they receive about the special education students in their classes, more teachers were satisfied than dissatisfied.

Figure 14. RESPONSES FROM REGULAR TEACHERS TO SURVEY ITEMS ABOUT COMMUNICATION/INTERACTION WITH SPECIAL EDUCATION, FALL, 1986.

KEY:
A = Too little
B = Just the right amount
C = Too much

VS = Very satisfied
MS = Mostly satisfied
PSPD = Partly satisfied, partly dissatisfied
MD = Mostly dissatisfied
VD = Very dissatisfied

	N	% A	% B	% C
The amount of communication/ interaction I have with the special education teachers is:	195	33.8	60.5	5.6

	N	% VS	% MS	% PSPD	% MD	% VD
Concerning the special education students in your classes, how satisfied are you with the information you get about students' handicaps?	191	12.6	33.0	28.8	17.8	7.9
Concerning the special education students in your classes, how satisfied are you with the information you get about students' IEP's and their implications for classroom instruction?	180	7.8	33.3	27.2	22.2	9.4

Samples of 390 regular education and 330 special education teachers were asked to respond to an open-ended survey item requesting specific suggestions for ways to improve communication/interaction between regular and special education teachers as related to instructional concerns. The responses received from regular and special education teachers are summarized in Figures 15 and 16, respectively.

Figure 15. REGULAR EDUCATION TEACHERS' SUGGESTIONS ON WAYS TO IMPROVE COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS.

Comment	Number of Teachers
None/Not applicable/Don't know	18
Left blank	3
	21
Share/see IEP	5
List of students' names and problem areas	6
Diagnose students' strengths and weaknesses, related performance information	1
Special workshop at the beginning of the semester/ workshops	3
There is already good communication.	2
Simple checklist	1
Conference with special education teacher--	
- Time not specified	12
- Each six weeks/monthly	7
- Weekly	5
- At grading time	2
- At the beginning of the year	2
- Every two months and at the midpoint of each semester	1
- At a social	1
- Once every semester	1
More communication/information from the special education teacher concerning my special education students	7
There is not enough time.	5
Visits by regular classroom teachers to special education classes/special education teachers visit regular classroom	2
Hire more special education teachers.	2
Special education teachers should do their own planning and not depend on regular teachers.	1
Stop staff reductions.	1
Education for regular education teachers on how a special education student learns	1
Other	4
	72

Figure 16. SPECIAL EDUCATION TEACHERS' SUGGESTIONS ON WAYS TO IMPROVE COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS.

Comment	Number of Teachers
Left blank	2
	2
Conference with teachers--	
- Time not specified	6
- Every 6 weeks	3
- Every 2 weeks	3
Provide regular education teachers with a list of special education students from "Day 1."	3
Team teaching	3
Communication is sufficient.	3
Special education teachers should follow through.	2
Regular education teachers should read special education folders.	1
Regular education teachers should be trained to understand special education terminology.	1
Workshops presented by on-campus special education team	1
A checklist sheet for teachers to communicate	1
Not enough time to communicate	1
Introduce special education teachers to faculty and how they can help with special education students in regular classroom.	1
	29

The Counselor Perspective

Seven elementary counselors, six on the Elementary Counselors Steering Committee and one with a dual-campus assignment, were interviewed in fall, 1986. Each was asked for suggestions for ways to improve communication/interaction between regular and special education teachers as related to instructional concerns. Their responses are listed in Figure 17 below.

Figure 17. SUGGESTIONS FROM ELEMENTARY COUNSELORS FOR IMPROVING COMMUNICATION/INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS.

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1. Hold regular meetings, possibly every 3-6 weeks. The counselor could get regular and special education teachers together and can serve as mediator. Communication should be direct and formal, rather than exchanging a sheet of paper.

2. Require scheduled conferences between regular and special education teachers. These conferences are often achieved when parent conferences are held and all of the teachers are involved. However, they do not take place in a regular fashion. Because special education deals with students of ranging ages, the teachers would have to attend all of the team meetings. Meetings should be at the initiative of the special education teacher. It is special education's job to get students back into the classroom.

3. It is adequate at the elementary level. At the secondary level, the teachers do not know students are in resource. They may find out accidentally. Secondary teachers have expressed this concern.

4. Students sometimes miss out on things when they go to resource. The child is "penalized," e.g., by not getting work which was assigned during the time the child was in resource.

5. "Some kind of starring" when a substitute comes in for the regular teacher.

6. Come from a more common perspective. There are different perspectives now. Special education comes from a learning disabilities perspective, whereas to regular education it appears that the student is not doing the work.

7. From 3:00 to 4:00 p.m., after school, the resource teacher and the regular teacher should communicate at least once a week. The IEP and other forms should be filled out before the meeting.

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One Teacher's System

One high school special education teacher has a very promising system for promoting communication between himself and the regular education teachers with whom he works. In brief, the system involves the special education teacher's duplicating student schedules in order to create a master list of the classes taken by his students. At the beginning of the school year, he transmits this list to the regular teachers in whose classes the special education students will be. He also asks the regular education teachers to complete a very short progress report on the students, and he notes his availability for conferences. Communication with the regular education teachers is repeated on an every six-weeks basis.

A nice feature of this system is a card-sized form for regular education teachers to request a conference. The form helps both teachers to schedule efficiently and also provides a record of contacts for the special education teacher. Another attractive feature of the system is the progress report which only requires the regular education teacher to make checks indicating "yes" or "no" to progress indicators. Finally, the system is appealing because it seems adaptable to computerization at the central level, thus saving the special education teacher considerable effort while institutionalizing a structure for promoting communication between regular and special education teachers.

Part Five - CONCLUSIONS AND RECOMMENDATIONS

Conclusions: The Referral Process

Teachers' primary complaints about the referral process are that there is too much paperwork involved and that the process takes too long.

It is worth noting that some of the emphasis teachers placed on paperwork in their comments derives from a perennial concern about paperwork in general. To some extent, what is "too much" paperwork is a matter of contention and subjective judgment. For Special Education and Psychological Services, whose forms they are, the forms teachers are "overwhelmed" by have already been streamlined and require information which by law must be collected. In fact, the bulk of the referral paperwork is not done by teachers. It is done by visiting teachers, psychological associates, and ARD Coordinators.

Nonetheless, the teachers' concern about paperwork is not without foundation. Portions of the three-page Student Information Sheet are confusing, and having teachers write in information which is readily available from computer files is a waste of their time. The confusing part can be clarified, and although some logistical problems would need to be resolved, some information could be computer generated.

Whether the referral process takes "too long" is also a matter of point of view. Undeniably, the referral process is a complex process and, for the teacher seeking assistance for a student with learning or emotional problems, a lengthy process. However, the teacher's view of the referral process goes a long way toward explaining the perception of its length. To the extent that the teacher's subjective clock begins running before any consideration of special education is or should be made for a student, it is not surprising to find the referral process sometimes regarded as unacceptably long. It must be remembered that with the exception of the 30 school day limit on the assessment phase, the control of the length of the process is largely within local campus control. Further evaluation work is planned to determine to what extent the assessment timeline can be shortened.

Teachers also may fail to credit the procedural safeguards for protecting the rights of students and their parents which are a necessary, if frustrating and time-consuming, part of the process. It is not in the best interests of students and the District to make the process for referring students to special education quick and easy for teachers if inappropriate placement decisions are a result.

Perhaps the most fundamental issue to arise from this study revolves around the question, "Who's in charge?" Three components--regular education, special education, and Psychological Services--each have important roles to play in the smooth functioning of the process; however, no person, department, or group apparently has the time and authority to take the responsibility for the process. Until the issue is adequately addressed, it is likely that all parties will continue in frustration.

Recommendations: The Referral Process

As discussed above, some aspects of the referral process are more susceptible to streamlining efforts than others. Local campus staff may be able to reduce the time for activities in their area of responsibility, but some activities cannot be hurried. In the face of this reality, the best course for the District seems to be to educate teachers about the reasons for the length of the referral process and to inform them more fully about available options other than special education for helping special needs students.

The paperwork burden on teachers is one aspect that can be ameliorated. Central computer files contain considerable information about students which can be computer-generated, rather than having teachers supply it. This information includes student name, student ID number, student date of birth, school, grade, class, semester units, parent/legal guardian, parent's home and work address, Home Language Survey results, LEP status, attendance, and group test results. Test results, in particular, should be computer printed because of the amount of information that must be transcribed.

Some additional streamlining could be accomplished by revising the forms themselves although much of the information is required by law to be collected. Nonetheless, the forms, particularly the Student Information Sheet, merit further scrutiny. It has been suggested that computer-generated information could be appended rather than be part of the form. Some sections of the Student Information Sheet are reportedly confusing to teachers. The rating scale used with the Behavior Descriptors section on page 2 is subject to misinterpretation. The sections dealing with instructional modifications and strategies seem to be repetitious, or at least not mutually exclusive. These sections of the form could probably be made clearer. Suggestions have also been made about changing the timing of certain information-gathering activities which deserve further consideration.

Finally, it is essential that each campus have in place an explicit, smoothly functioning system to manage the process. It is recommended that the supervising principals pay particular attention to the details of how the process is carried out on each campus and assist in the improvement of the system when problems are found. The District may want to reconsider the decision to make the LST optional.

Conclusions: Communication/Interaction Between Regular and Special Education Teachers

While the majority of regular teachers report that they have sufficient communication/interaction with special education teachers and in the main are satisfied with the instructional information they receive about the special education students in their classes, some teachers apparently feel that they have been left in the dark about who their special education students are and what to expect from them. Apparent, too, is that some regular education teachers are unaware of, or have not sought, information available about the special education students in their classes.

It may be that some teachers feel they lack information because few formal structures exist for regular and special education teachers to communicate and interact about ongoing instructional concerns. Teachers have opportunities to discuss special education students in grading conferences, before students' annual ARD's, at team/grade level meetings, or informally through notes and meetings, but communication gaps are evident from teacher comments. An IEP coordination form being used this year may help remedy the situation, but it is not used for all students. Another reason teachers may feel they lack information is that there is an attitude among some regular educators, and even some special educators, that communication about special education students is the responsibility of special education.

Although there seems to be general agreement that regular communication is important and that teachers should meet, opinions vary as to the recommended frequency of the meetings. It is likewise agreed that it is difficult to make time to meet.

Finally, teachers' apparent apprehensions about special education students may arise from a lack of understanding of special education. A day of special education inservice is required of teachers each year, but until recently the topics could range somewhat far afield from special education. The inservice which is delivered is from a regional, rather than a district, perspective.

Recommendations: Communication/Interaction Between Regular and Special Education Teachers

Conduct staff development to inform teachers about the information that is available to them. The students' IEP information is available to teachers, and the comprehensive individual assessment report should be. Teachers can get information and help from a considerable number of staff, both local campus and support personnel, and from a variety of written sources.

Teachers need to be educated concerning their mutual responsibilities for the instruction of special education students. An attitude which tends to compartmentalize students and the responsibility for them needs to be overcome by appropriate, district-directed staff development.

There need to be expanded opportunities for communication at the campus level. One possibility is to implement a computer-aided system for formalizing communication between regular and special education teachers like that described in Part Four. Another suggestion which has been made is to mandate regular meetings; however, demands on teacher time are such that those meetings are unlikely to occur.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS	RECOMMENDATIONS
The Referral Process	
1. The referral process is a complex and time-consuming process. However, the process is set up to safeguard the rights of students and their parents, not to be quick and easy for teachers.	1. Educate teachers about the necessary reasons for the time required in the referral process.
2. Teachers' primary complaints about the referral process are the paperwork involved and the time it takes. The bulk of the paperwork is not done by teachers, but the teacher's paperwork can be streamlined.	2. Streamline the process by: ● Computer generating information such as test scores from central computer files rather than requiring the teacher or someone else to spend time copying the information out of a folder onto a referral form. ● Revising the Student Information Sheet, at least to be more specific regarding what information is to be supplied by the teacher. See Figure 11. ● Reducing any unnecessary activities that might exist. See Figures 9 and 10. Write and disseminate a "how to" guide for teachers explaining the referral process.
3. Teachers and other staff understand their role in the process better than they understand the process as a whole.	3. Educate staff regarding the overall process beyond individual or departmental responsibilities.
4. Control of the timeline lies largely with the local campus.	4. Supervising principals should pay special attention to the implementation of the referral process at each campus. Alternatively, the District should consider mandating the Local Support Team (LST) again.
5. No single department takes responsibility for the referral process.	5. Consider structural changes so that someone or some group takes primary ownership for the process. A group composed like the Information Services Committee (ISC) might be considered.

Communication/Interaction Between Regular and Special Education Teachers

1. Some regular education teachers are unaware of, or have not sought, information available about the special education students in their classes.	1. Conduct staff development about special education and to inform teachers about the information that is available to them.
2. There is an attitude among some regular and special educators that communication about special education students is the responsibility of special education.	2. Educate teachers concerning their mutual responsibilities for the instruction of special education students.
3. Few formal structures exist for regular and special education teachers to communicate and interact about ongoing instructional concerns.	3. Implement a computer-aided system for formalizing communication between regular and special education teachers like that described in Part Four.
4. Everyone thinks regular communication is important, and most recommend meeting at regular, though different, intervals.	4. Expand opportunities at the campus level for communication.

General

1. Special education inservice is addressed nearly exclusively by the Region XIII Educational Service Center.	1. Redirect inservice training to address special education from a districtwide rather than a regional perspective.

Part Six - ISSUES TO BE CONSIDERED BY THE DISTRICT

ISSUES TO BE CONSIDERED BY THE DISTRICT

The following are issues which go beyond the scope of the present evaluation to which the District, beginning with the Committee, needs to give more long-range consideration. Evaluation resources could be brought to bear in the future to obtain data to aid decision-making.

I. Issue: Organizational Structure of Special Education

A. Possible Action: Reorganization of Staff

B. Considerations:

1. When communication and coordination problems arise, consideration should be given to whether organizational factors play a part.

2. Some other urban districts have a Department of Special Education, headed by a director.

3. In the past, AISD has had a director of Special Education--although AISD consciously chose to reorganize the administration twice since without adding a director's position.

4. In some other urban districts, the assessment personnel are part of special education. This is likewise true of visiting teachers, nurses, and other support personnel.

5. A unified department might reduce the kind of "what's yours, what's mine" type of thinking that is a detriment to the interaction between different special education-related units.

6. The present organizational structure has strong support from Special Education and others who believe that the integration of special education with the elementary and secondary instructional components has benefitted special education students because it facilitates total program ownership better than previous organizational structures.

7. AISD has been reorganized several times in the last few years. Reorganization is stressful, time consuming, and can create temporary inefficiency until the adjustments are worked through.

II. Issue: Operation of Psychological Services

A. Possible Action: Reconfigure Psychological Services.

B. Considerations:

1. See #4 and #5 above.

2. If Psychological Services were within Special Education organizationally, the availability of psychological testing outside the bounds of special education might become even more limited than at present.

3. In the second part of its 1986-87 special education evaluation, ORE will examine the type of assessment being performed in AISD. ORE findings should provide some direction for decision makers to determine the kind and level of psychological services the District should provide in the future.

III. Issue: Forms Review

A. Possible Action: Have a central committee review all forms.

B. Considerations:

1. Large organizations commonly have a procedure for reviewing the creation of all new forms.

2. Common complaints about special education forms is that they change too often and that the users of the forms are insufficiently consulted about their development.

3. Special education forms need to be changed to remain in compliance when laws and rules change. Representatives from teacher and other groups are usually consulted and included on forms revision committees.

4. The Information Services Committee could be used for this purpose.

IV. Issue: Dyslexic Students

A. Possible Action: Utilize Special Education Model

B. Considerations:

1. Regular education will soon encounter many of the issues dealt with by special education in identifying and providing instruction for dyslexic students.

2. Many procedural questions will need to be decided. These include:

How will a determination of dyslexia be made?
Who will make the determination?
How severe will a student's dyslexia have to be for a student to go into a special class for dyslexics or to need special education?
When will a student be considered to be functioning well enough to return to a regular class?
Will parent permission be required to put a student in a special class?
How will services be provided?

3. There must be some process by which decisions arising from these procedural questions will be implemented.

4. The LST structure presently utilized by many campuses may be the appropriate forum for problem-solving and decision-making about dyslexic students.

Attachment A

86.23

Austin Independent School District

Associate Superintendent

October 28, 1986

TO: Principals and LST Coordinators

FROM: Gonzalo Garza G.G.

SUBJECT: Referrals for Special Education Assessment

For the past two years I have been requesting that each campus set two goals: (1) to reduce the number of referrals for special education assessment, especially referrals for resource placement as learning disabled students; and (2) to increase the accuracy of referrals by screening out students with a low possibility of qualifying for special education services. I am pleased to inform you that our campuses attained both goals last year. I realize that these goals were difficult to reach and I congratulate you.

I am requesting that local campuses continue to screen referrals for special education assessment to maintain this decreased number of referrals and increased probability that students tested will qualify for special education. This will help ensure that high priority students needing special education assistance will be able to be assessed and to receive needed educational services. The continuing need for these goals derives from our increased student enrollment and the increasing number of special education re-evaluations as contrasted with the decrease in numbers of support staff.

Please note that I am not suggesting that we ignore the needs of students with educational and/or behavioral problems who will not qualify for special education. I am recommending that we refer for special education assessment only when the screening and referral information suggests there is a high probability that the student may be found eligible for special education services. The Psychological Services staff members have been trained in differentiating students who may and may not qualify for special education assessment. They are eligible to discuss screening and referral decisions and to provide abbreviated testing to aid decision-making. The school Local Support Team can be used for problem-solving for students with special needs who will not qualify for special education services.

In addition to the goals outlined above, I am also requesting that the local campuses assist Psychological Services toward their goal of maximizing time efficiency. Campus personnel can assist by completing paperwork accurately and promptly, providing space for testing, locating students for testing, scheduling meetings according to whether Psychological Services staff members need to be involved, and prioritizing testing as to which assessments can be deferred if necessary. It is especially important that your campus complete the required assessment paperwork in a timely manner. This will avoid the problem we encountered in the last several years when the Psychological Services staff members' productivity was reduced because of paperwork backlog.

I appreciate your efforts to work with us on these issues during the past two school years, and I look forward to continued cooperation during 1986-87.

Attachment

cc: Dr. Freda Holley
Mrs. Ruth MacAllister
Dr. Zoe Griffith
Mrs. Sandy Kern

[illegible]
NOV 2[illegible] 1986

6100 Guadalupe Austin, Texas 78752-4495 512/451-8411

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

WHAT'S REQUIRED BY LAW IN THE REFERRAL PROCESS

89.221 The Admission, Review, and Dismissal (ARD) Committee.

(d) The written assessment report must be completed within 30 school days of the date that the initial referral to special education for comprehensive assessment was received. The ARD committee shall make its decision regarding students referred for the first time within 30 calendar days from the date of the completion of the written assessment report. When this 30th day occurs during the summer, when school is not in session, the ARD committee shall have until the first day of classes in the fall to have made the written assessment, placement, and IEP decisions.

89.229 Notice Requirements and Complaint Procedures.

(a) General notice.

(1) The Texas Education Agency will develop a written document to be used for notifying handicapped students or the parent or guardian of handicapped students of their educational rights. This document shall be disseminated to all school districts, regional education service centers, and other agencies receiving special education funds.

(2) Agencies receiving special education funds shall provide a copy of the Texas Agency document for notification of rights to the parent of a student referred to special education for the first time for an individual comprehensive assessment, and to the student when appropriate. The document shall be provided at the time of referral.

(3) Local education agencies shall be responsible for explaining the document, for providing answers to questions pertaining to the document, and for providing to parents updated copies of the document, if any.

(4) The document shall be available in writing and on cassette tapes in English and Spanish, and in Braille.

89.232 Referral for Comprehensive Assessment.

The referral information must include efforts and strategies considered for the student or in which the student participated prior to referral. This includes compensatory education (especially critical on LD students).

89.232(a) Referral for Comprehensive Assessment.

(a) Referral of students for possible special education services shall be a part of the district's overall regular education referral or screening system.

(b) In order to refer a student for comprehensive individual assessment, the following information must be submitted in writing with the referral to special education:

(1) the student's current educational status, including attendance records, grades and achievement data, student's use of the English language, and classroom observation;

(2) results of the home language survey conducted in accordance with Texas Education Code §21.455(a)(1), if any;

(3) documentation of previous educational efforts and strategies provided for the student and the results of those efforts, including participation in or consideration for other special programs operated by the district;

(4) documentation of recent vision and hearing screening, including available reports from evaluations done by vision or hearing specialists as follow-up to the screening;

(5) an updated general health history inventory or documentation from recent medical evaluations identifying health or medical conditions that may be affecting the student's current educational achievement; and

(6) information reported or provided by parents, including the language spoken in the home.

(c) The recommendation of the language proficiency assessment committee (established under Texas Education Code §21.462) shall be included in the data for all limited English proficient students.

89.233 Comprehensive Individual Assessment.

The assessment report must indicate specific modifications necessary for the student's progress in regular classes and in other special and compensatory education programs if appropriate.

Initial assessment must contain information on the student's educational ability so the ARD committee can determine mastery level and grading.

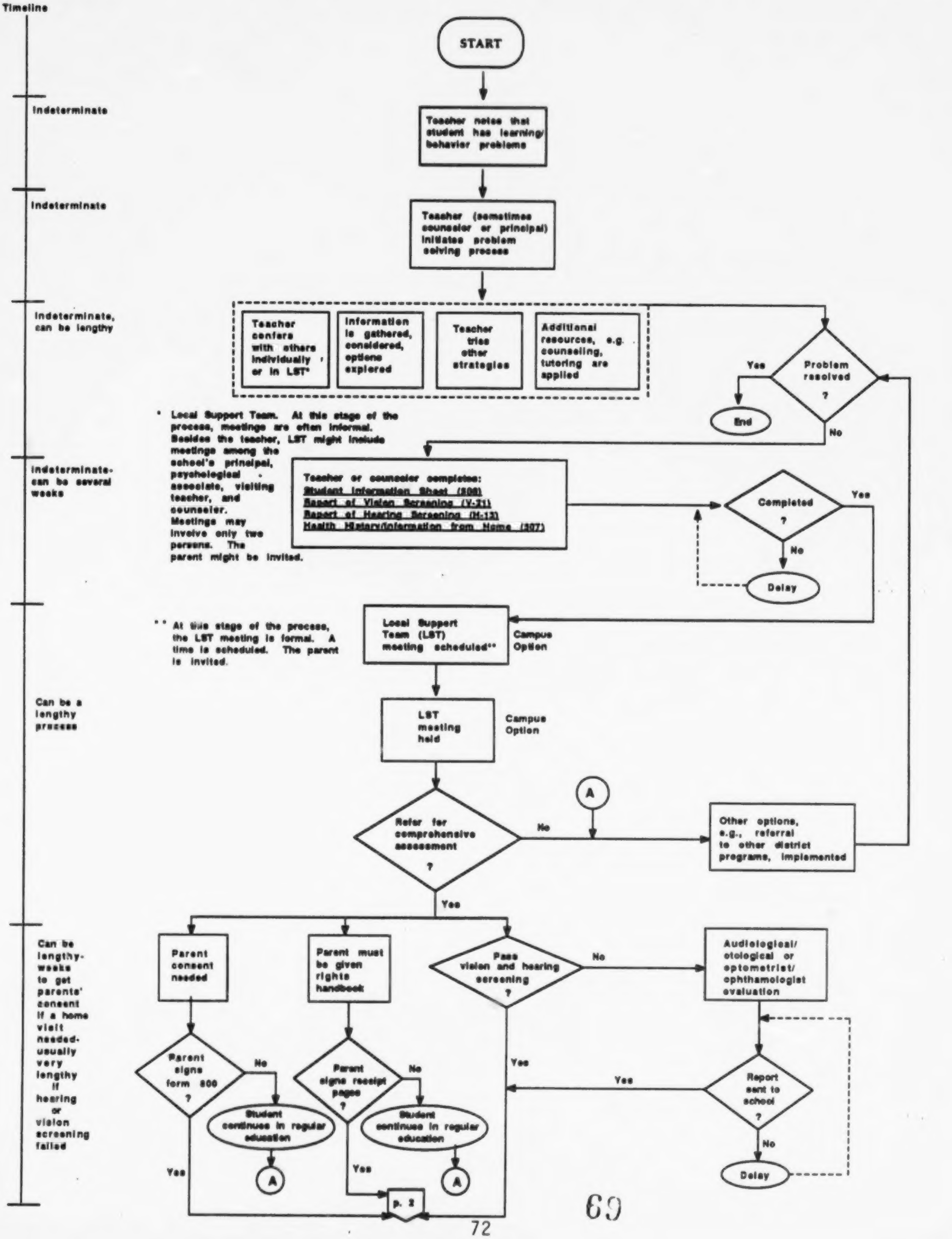
89.233 Comprehensive Individual Assessment.

(a) The comprehensive individual assessment, including a written report, shall be completed within 30 school days from the date a referral is received by special education.

86.23

Attachment C
(Page 1 of 3)

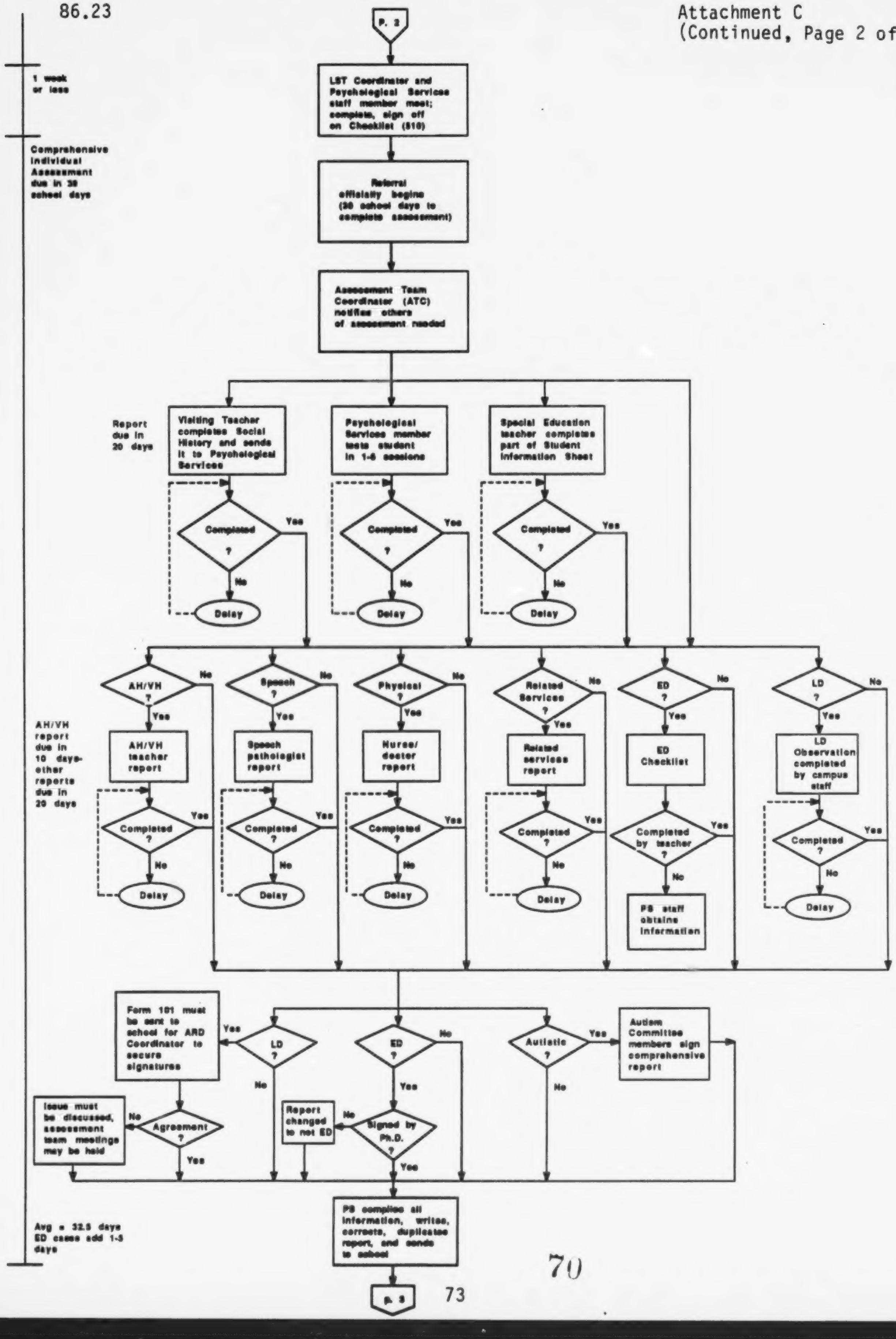
THE REFERRAL PROCESS IN AISD


Timeline
Indeterminate
Indeterminate
Indeterminate, can be lengthy
Indeterminate-can be several weeks
Can be a lengthy process
Can be lengthy-weeks to get parents' consent if a home visit needed-usually very lengthy if hearing or vision screening failed
START
Teacher notes that student has learning/behavior problems
Teacher (sometimes counselor or principal) initiates problem solving process
Teacher confers with others individually or in LST*
Information is gathered, considered, options explored
Teacher tries other strategies
Additional resources, e.g. counseling, tutoring are applied
Problem resolved ?
Yes
End
No
Teacher or counselor completes:
Student Information Sheet (308)
Report of Vision Screening (V-21)
Report of Hearing Screening (H-13)
Health History/Information from Home (307)
Completed ?
Yes
No
Delay
Local Support Team (LST) meeting scheduled**
Campus Option
LST meeting held
Campus Option
Refer for comprehensive assessment ?
No
A
Other options, e.g., referral to other district programs, implemented
Yes
Parent consent needed
Parent must be given rights handbook
Pass vision and hearing screening ?
No
Audiological/otological or optometrist/ophthamologist evaluation
Parent signs form 800 ?
No
Student continues in regular education
A
Yes
Parent signs receipt pages ?
No
Student continues in regular education
A
Yes
Yes
Report sent to school ?
Yes
No
Delay
p. 2

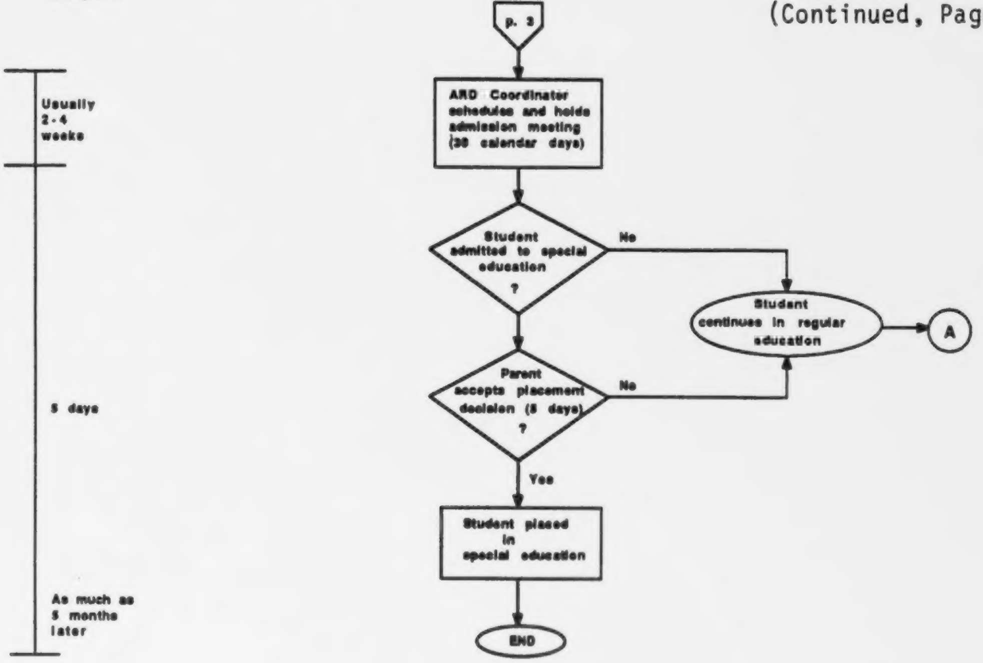
* Local Support Team. At this stage of the process, meetings are often informal. Besides the teacher, LST might include meetings among the school's principal, psychological associate, visiting teacher, and counselor. Meetings may involve only two persons. The parent might be invited.

** At this stage of the process, the LST meeting is formal. A time is scheduled. The parent is invited.

Attachment C
(Continued, Page 2 of 3)


P. 2
1 week or less
LST Coordinator and Psychological Services staff member meet; complete, sign off on Checklist (510)
Comprehensive Individual Assessment due in 30 school days
Referral officially begins (30 school days to complete assessment)
Assessment Team Coordinator (ATC) notifies others of assessment needed
Report due in 20 days
Visiting Teacher completes Social History and sends it to Psychological Services
Psychological Services member tests student in 1-6 sessions
Special Education teacher completes part of Student Information Sheet
Completed ?
Yes
No
Delay
Completed ?
Yes
No
Delay
Completed ?
Yes
No
Delay
AH/VH ?
Speech ?
Physical ?
Related Services ?
ED ?
LD ?
No
Yes
AH/VH report due in 10 days-other reports due in 20 days
AH/VH teacher report
Speech pathologist report
Nurse/doctor report
Related services report
ED Checklist
LD Observation completed by campus staff
Completed ?
Completed by teacher ?
PS staff obtains information
Delay
Form 101 must be sent to school for ARD Coordinator to secure signatures
LD ?
ED ?
Autistic ?
Autism Committee members sign comprehensive report
Issue must be discussed, assessment team meetings may be held
Agreement ?
Report changed to not ED
Signed by Ph.D. ?
PS compiles all information, writes, corrects, duplicates report, and sends to school
Avg = 32.5 days ED cases add 1-3 days
p. 3

Attachment C
(Continued, Page 3 of 3)


Usually 2-4 weeks
5 days
As much as 5 months later
p. 3
ARD Coordinator schedules and holds admission meeting (30 calendar days)
Student admitted to special education ?
No
Student continues in regular education
A
Parent accepts placement decision (5 days) ?
No
Yes
Student placed in special education
END

Attachment D
(Page 1 of 31)

AISD REFERRAL FORMS

Form #	Form Name	Purpose	Required by	Completed by
PS-SE-500-85 (3 pages, in quadruplicate)	Student Information Sheet	Collect required information for referral for assessment	SBOE Rule 89.232 (a) (b) (c). The behavior checklist on page 2 is required to to be put in the report and considered.	Teacher or counselor
PS-SE-507-85 (1 page, in triplicate)	Health History Inventory and Information from Home	Same as above	SBOE Rule 89.232 (b 5-6)	Teacher (sometimes nurse, counselor, visiting teacher)
H-13 PP-340 (Revised 3-81)	Report of Hearing Screening for Special Education Files	Same as above	SBOE Rule 89.232 (b)(4)	Testing Technician
H-4 5-85	Special Referral for Hearing Testing	Same as above	Same as above	Hearing Testing Technician
V-21 PP-340A (Revised 3-81)	Report of Vision Screening for Special Education Files	Same as above	Same as above	Testing Technician
V-4 5-85 PP350B	Special Referral for Vision Testing	Same as above	Same as above	Vision Testing Technician
PS-SE-510-85 (1 page, in quadruplicate)	Checklist for Special Education Assessment	Document completion of referral packet; indicate areas to be assessed		LST Coordinator (usually counselor)
COMPLETED BEFORE REFERRAL FOR ASSESSMENT				
PS-SE-800-84 (1 page, in triplicate)	Notice and Consent for Initial Individual Assessment	Parent's consent for special education testing	SBOE Rule 89.222(c)	LST Coordinator or designee (usually teacher)
PS-101-85	Addendum to Comprehensive Individual Assessment Report: Learning Disabilities	Certify LD	SBOE Rules	Regular teacher special education teacher, LD observer, Psychological Services staff members

Form #	Form Name	Purpose	Required by	Completed by
SE-845-85	Comprehensive Individual Assessment Eligibility	Certify OH	SBOE Rule 89.211(b)(1)	Licensed physician
SE-846-85	Comprehensive Individual Assessment Eligibility Report: Other Health Impaired	Certify OHI	SBOE Rule 89.211(b)(2)	Licensed physician
SS-EE- -82	Behavior Description Checklist, Form N	ED Checklist	Not required	Teacher or Psychological Services staff
SE-810-83	Classroom Observation Form	Document LD	SBOE Rule 89.234(d)(3)	Special education teacher, counselor, principal
--	Special Education: Parent and Student Rights (handbook)	Inform parent of legal rights	SBOE Rule 89.229 (1-4)	Transmitted to parent--Parent signs for receipt
SE-600-85	Notice of an ARD Committee Meeting	Parent notified of ARD Meeting	SBOE Rule 89.229 (b) (1)	ARD Coordinator or designee
SE-955-83	Record of Communication with Parent/Community Agency	Document recording any communication with the parent and the community	SBOE Rule 89.229 (a 1-4)	LST Coordinator or designee
SE-910-85	Consent to Release/Request Records	Parent's consent to release/request records	SBOE Rule	ARD Coordinator or special education teacher
SE-605-85	Admission, Review, and Dismissal (ARD) Committee Report	Document ARD decisions	SBOE Rule 89.221(b)(c)	Special education teacher, sometimes assisted by special education supervisor

xx = The year in which was form was developed; e.g., 85 = 1985

Attachment D
(Continued, page 3 of 31)

AUSTIN INDEPENDENT SCHOOL DISTRICT
STUDENT INFORMATION SHEET

USE BALL POINT.
PRESS FIRMLY.

86.23

Name of Student________________ Last ________________ First (Legal) ____ MI DOB________________ ID#________________

School________________________ Grade____________ Class__________ Semester Units______

Parent/ Legal Guardian________________________ Home Address____________________ Phone__________
Work Address____________________ Phone__________

I. REASONS FOR REFERRAL:

1) Specifically describe how the student performs in class on academic tasks or developmental skills.

____
____
____
____

2) Describe the student's classroom behaviors.

____
____
____
____

II. CURRENT EDUCATIONAL STATUS:

1) Home Language Survey results: Language most often spoken by family in the student's home:________________
LEP Status: A____ B____ C____ D____ E____ Language most often spoken by the student:________________

2) For each area complete instructional level and circle E (English) and/or S (Spanish) for language in which instruction is presented.

Instructional level:

		Circle			Circle
Oral Expression	________	(E/S)	Listening Comprehension	________	(E/S)
Written Expression	________	(E/S)	Reading Comprehension	________	(E/S)
Basic Reading Skill	________	(E/S)	Mathematics Calculation	________	(E/S)
Spelling	________	(E/S)	Mathematics Reasoning	________	(E/S)

3) Attendance: _____days absent of _____. Usual reasons for absence:________________________

4) Attach records of grades/progress reports and other appropriate data (work samples in area of weaknesses and record of discipline).

5) Participates in P.E. Yes___ No___ Comment:________________________

6) Identify student's strengths:____
____

III. TESTING INFORMATION (Affix label when available):

TEAMS Obj. Mastered ________
Date

	Yes	No
Reading	___	___
Math	___	___
Writing Sample	___	___
Handwriting	___	___

Minimum Competency (Sec. Only)

Reading	____	____
Math	____	____
Writing	____	____

TAP ________
Date

	%ile	G.E.
Reading Comprehension	___	___
Mathematics	___	___
Written Expression	___	___
Using Sources of Info.	___	___
Social Studies	___	___
Science	___	___

Metropolitan Readiness Tests ________
Date

Auditory	________
Visual	________
Language	________
Pre-Reading Composite	________
Quantitative	________

ITBS Scores ____________
Date

		%ile	G.E.
(K)	Language	___	___
	Listening	___	___
	Math	___	___
(1-2)	Word Analysis	___	___
	Vocabulary	___	___
	Reading Comp.	___	___
	Reading TOTAL	___	___
	Spell/Lang TOTAL	___	___
	Math Concepts	___	___
	Problem Solving	___	___
	Math Computation	___	___
	Math TOTAL	___	___

ITBS Scores ________
Date

	%ile	G.E.
Vocabulary	___	___
Reading Comp.	___	___
Reading Total	___	___
Visual Materials	___	___
Reference Materials	___	___
Work-Study Total	___	___
Spelling	___	___
Capitalization	___	___
Punctuation	___	___
Usage	___	___
Language Total	___	___
Math Concepts	___	___
Math Problems	___	___
Math Computation	___	___
Math Total	___	___

PAL Scores ________
Date
English_____ Spanish_____

OTHER TESTS	Date	Results
________	______	______
________	______	______

PS-SE-500-85

White: Referral Folder (for Special Education)
Yellow: Psychological Services
Pink: Parent
Gold: Visiting Teacher

Student Name:________________ **ID#**____________ **Date:**________

IV. BEHAVIOR DESCRIPTORS:

Using the code below, indicate the degree to which each description is characteristic of this student. Also, star any that you especially wish to emphasize.

3--LIKE THIS STUDENT
2--SOMETIMES LIKE THIS STUDENT
1--NOT LIKE THIS STUDENT
DK--DO NOT KNOW

OVERALL ATTITUDE
- ___ Positive
- ___ Cooperative
- ___ Uninvolved
- ___ Rebellious

ATTENDANCE
- ___ Regularly attends school
- ___ Tardy to class

APPEARANCE
- ___ Well-groomed
- ___ Average

RESPONSE TO TEACHER
- ___ Seeks attention positively
- ___ Requests help if needed
- ___ Seeks attention negatively
- ___ Withdraws from teacher
- ___ Resists authority

RESPONSE TO STUDENTS
- ___ Relates appropriately
- ___ Keeps friends
- ___ Is a leader
- ___ Is a follower
- ___ Withdraws from interaction
- ___ Antagonizes
- ___ Fights

DISCIPLINE
- ___ Self-control
- ___ Dependable
- ___ Knows right from wrong
- ___ Impulsive
- ___ Can't anticipate consequences of actions

ACTIVITY LEVEL
- ___ Appropriate
- ___ High
- ___ Lethargic

SELF-IMAGE
- ___ Self-confident
- ___ Accepts self
- ___ Low self-image
- ___ Oversensitive to criticism

SCHOOLWORK
- ___ Works independently
- ___ Brings materials to class
- ___ Participates in discussions
- ___ Organized
- ___ Concentrates well
- ___ Daydreams
- ___ Easily confused

OTHER CHARACTERISTICS
- ___ Friendly
- ___ Happy
- ___ Sense of humor
- ___ Kind/considerate
- ___ Assertive
- ___ Enthusiastic
- ___ Imaginative
- ___ Honest
- ___ Flexible
- ___ Responsible
- ___ Shy
- ___ Manipulative
- ___ Angry
- ___ Depressed
- ___ Anxious
- ___ Self-critical

V. CURRICULUM OBJECTIVES (Basic Essential Elements) in Areas of Concern:

Content area/subject:	MASTERY ACH.	NOT ACH.

Reteach effort and conclusion:____________________

Content area/subject:	MASTERY ACH.	NOT ACH.

Reteach effort and conclusion:____________________

Content area/subject:	MASTERY ACH.	NOT ACH.

Reteach effort and conclusion:____________________

Student Name: ____________________ **ID#** ____________________ **Date:** ____________

VI. EDUCATIONAL EFFORTS AND RESULTS:

Efforts (and Dates) **Results**

Curriculum modifications: ____________________

Instructional strategies: ____________________

Behavior modification: ____________________

Schedule change: ____________________

Support service(s): ____________ (Specify program) ____ : ____________________

Other: ____________ (Specify program) : ____________________

Parent contacts regarding problem area: ____________________

VII. MODIFICATIONS:

Please indicate below the specific modifications of instructional content, setting, methods, or materials which you think may be required by the student to achieve and maintain satisfactory progress.

VIII. OTHER INFORMATION:

Provide any other relevant information below.

FOR WHITE COPY ONLY AFTER REFERRAL TO SPECIAL EDUCATION

The special education teacher, as a member of the assessment team, has completed the following (at least one is required):

Check one:
- ______review of referral information
- ______conference with teacher
- ______student interview
- ______observation
- ______other ____________________

Comments: ____________________

____________________ Special Education Teacher Signature

____________ Date

AUSTIN INDEPENDENT SCHOOL DISTRICT
Health History Inventory and Information From Home

Student Name: ______________________ **ID NO.** __________ **School** __________

I. HEALTH HISTORY:

Yes ☐ No ☐ 1. Does the student have any health or medical conditions that may be affecting educational achievement?

If yes, describe ______________________________

____

____

2. Medication(s) taken regularly:

Name ______________ Reason ______________

Name ______________ Reason ______________

3. Last visit to physician:

Dr. ______________ Date ______________

Reason ______________________________

If result of visit would be pertinent to educational planning, secure parent signature on Consent to Release/Request Student Record(s), Form SE-910-84.

4. Secure and attach copies of prior medical data in student's folder or from physicians.

II. INFORMATION FROM PARENT ABOUT THE HOME:

1. Describe any unusual family circumstances:

____

____

____

2. Describe traumas student has experienced:

____

____

____

Date: __________ ______________________________
Signature of School Person Recording Information

PS-SE-507-85

White Copy:	Special Education
Yellow Copy:	Psychological Services
Pink Copy:	Visiting Teachers

77

Austin Independent School District - Vision and Hearing Testing Program
REPORT OF HEARING SCREENING FOR SPECIAL EDUCATION FILES

Name________________ School________________

Grade__________ Classroom Teacher________________

Return to Referral/ARD Committee Coordinator,________________
(Name)

Reason for referral________________

TEST RESULTS

Hearing Threshold Level in Decibels

Frequency (cps)	250	500	1000	2000	4000	6000
Right Ear:						
Left Ear:						

Pass__________ Medical Refer__________ *

Comments:________________

Test date__________ Testing Technician__________

* Parent(s) notified that student should be examined by an ear specialist.

II-13 PP-340 Revised 3-81

Vision and Hearing Screening Program
F. R. Rice School
2406 Rosewood Ave.
469-0257

Present School____________________________ Date________________________

Previous School____________________________

SPECIAL REFERRAL FOR HEARING TESTING

Student's Name (Last Name First)	Birthdate	Grade
Name of Parent or Guardian	Address and Zip Code	Telephone (Very Important
Person Making Referral	Name of Teacher (Elementary Students)	Name of Counselor (Secondary Students)

Note: Please circle reason(s) for referral

1. Student new to AISD.
2. Student referred by Special Education Referral Committee or ARD Committee (H-13 form must be completed by Sp. Ed. Coordinator and attached to classroll).
3. Turns head, strains, or leans forward to hear.
4. Complains of inability to hear.
5. Complains of buzzing or unusual sounds.
6. Usually attentive child who frequently asks for repetition of verbal instructions.
7. Seems to observe what others do when some direction has been given.
8. Watches the lip movements of the speaker in order to understand better.
9. Has draining ears, earache.
10. Breathes through mouth or has frequent colds.
11. Unusual voice quality.
12. Inattention to environmental sounds.
13. Continued listlessness.
14. Sudden hearing loss following an illness (measles, mumps, scarlet fever, sore throat, etc.)
15. Parent(s) request.

RECORD TEST RESULTS ON HEALTH CARD IN CUMULATIVE FOLDER:

TEST RESULTS

Right Ear: Pass Fail* Comments:____________________________

Left Ear: Pass Fail* ____________________________

*Parent(s) notified that student should be examined by an ear specialist.

Date of Test	Hearing Testing Technician

H-4 5-85

Austin Independent School District - Vision and Hearing Testing Program
REPORT OF VISION SCREENING FOR SPECIAL EDUCATION FILES

Name____________________ School____________________

Grade____________ Classroom Teacher____________________

Return to Referral/ARD Committee Coordinator,____________________
(name)

Reason for referral______________________________

TEST RESULTS

Right eye: Pass Fail *

Left eye: Pass Fail * ____________________

Tested: With glasses__________ Without glasses__________

Comments:______________________________

Date tested:____________________ Testing Technician:____________________

* Parent(s) notified that this student should be examined by an eye specialist.

V-21 PP 340A Revised 3-81

AUSTIN INDEPENDENT SCHOOL DISTRICT
Vision and Hearing Screening Program

F. R. Rice Secondary
469-0257

Present School____________________ **Date**____________________

Previous School____________________

SPECIAL REFERRAL FOR VISION TESTING

Student's Name (Last Name First)	**Birthdate**	**Grade**
Name of Parent or Guardian	**Address and Zip Code**	**Telephone** **(Very Important)**
Person Making Referral	**Name of Teacher** **(Elementary Students)**	**Name of Counselor** **(Secondary Students)**

Note: Please circle reason(s) for referral

1. Student new to AISD
2. Student referred by Special Education Referral Committee or ARD Committee (V-21 form must be completed by Special Education Coordinator and attached to classroll)
3. Blinks excessively
4. Closes one eye when reading
5. Assumes unusual facial expression when reading
6. Tilts head when reading
7. Squints
8. Has difficulty reading from board
9. Blurred vision
10. Holds book too close
11. Holds book too far away
12. Double vision
13. Complains of smarting or burning eyes
14. Rubs eyes frequently
15. Tends to lose place on page when reading
16. Crossed eyes
17. Watery eyes
18. Reddened eyes
19. Red-rimmed eyelids
20. Frequent styes
21. Crusts on edges of eyelids
22. Parent request

(Without other physical symptoms of colds, allergies, etc.)

RECORD TEST RESULTS ON HEALTH CARD IN CUMULATIVE FOLDER

TEST RESULTS

Right Eye: Pass Fail*

Left Eye: Pass Fail*

Tested: With glasses________ Without glasses________

*Parent notified that this student should be examined by an eye specialist.

Comments: ______________________________

Date of Test________________ Vision Testing Technician________________

V-4 5-85
PP350B

AUSTIN INDEPENDENT SCHOOL DISTRICT
Checklist for Special Education Assessment

____ Initial Evaluation
____ Three-Year Reevaluation
____ Temporary Placement

Student Name____________________ DOB__________ ID#__________ School__________

I. INITIAL REFERRAL

(Date)

____Student Information Sheet
____Health History Inventory
____Information from Home
____Notice and Consent for Assessment
____Receipt of Parents Rights Handbook (p. 19)

____Hearing and Vision
If hearing screening failed:
____Audiological report
____Otological report
If vision screening failed:
____Report by optometrist

Signatures:

____________________ LST Coordinator

____________________ Psychological Services Staff Member or Speech Pathologist for SH Services only

__________ Date Received

II. AREAS OF POSSIBLE ELIGIBILITY TO BE ASSESSED

____Learning Disabled
  ____oral expression
  ____listening comprehension
  ____written expression
  ____basic reading skills
  ____reading comprehension
  ____math calculation
  ____math reasoning
  ____spelling

____Speech Handicapped
____Orthopedically Handicapped
____Other Health Impaired
____Auditorially Handicapped
____Visually Handicapped
____Mentally Retarded
____Emotionally Disturbed

____Autistic
____Pregnant
____Multiply Handicapped
____Deaf-Blind

III. FOR REEVALUATION, procedures to be completed prior to initiation of assessment

(Date)

____Notice of Assessment
____Specific Notice of testing date, if requested by parent

____Hearing and Vision Screening (if requested by ARD)
If hearing screening failed:
____Audiological report
____Otological report
If vision screening failed:
____Report by ophthalmologist or optometrist

IV. COMPREHENSIVE INDIVIDUAL ASSESSMENT (REQUIRED for INITIAL and THREE-YEAR REEVALUATIONS)—except for students referred for consideration as pregnant, homebound, or hospitalized.

Area of Assessment	Assessment Team Members Responsible	Position(s)	Date Due
____Language Dominance	____	____	____
____Language	____	____	____
____Physical	____	____	____
____Emotional/Behavioral	____	____	____
____Sociological	____	____	____
____Intellectual	____	____	____
____Performance Levels/ Competencies	____	____	____
____LD Observations	____	____	____
____Related Service (specify)	____	____	____
____ ____	____	____	____
____ ____	____	____	____

Comprehensive Assessment Report Due .... ____

Note: 1. More than one team member may be assigned to assess an area.
2. AH/VH reports due within 10 school days. Reports, other than Psychological Services, due within 20 school days. Comprehensive Assessment Report due within 30 school days.
3. Vocational Education Assessment is addressed in a separate report, when appropriate.

PS-SE-510-85

White Copy:	Special Education
Yellow Copy:	Psychological Services
Pink Copy:	LST/ARD Coordinator
Gold Copy:	Visiting Teacher

AUSTIN INDEPENDENT SCHOOL DISTRICT

Notice and Consent for Initial Individual Assessment

Student Name________________________________ Birthdate____________ ID#____________
Last First (legal) MI

School__________________ Grade_______ Parent's Primary Language__________________

Parent or Guardian______________________ Address____________________ Phone(s)____________

You have been informed of the school's concern for your child's educational progress and the need to gather more information about him/her. Your child is being referred by the school for a comprehensive individual assessment. The attached Student Information Sheet lists reasons for the referral and gives the results of previous strategies which have been used to help your child. The assessment will help school personnel understand your child's educational needs and determine if your child may need special education services.

Your child will be tested in a one-to-one situation by qualified personnel such as psychological services staff members and special education teachers. The individual assessment is described on the back of this page. The results will be discussed with you and used to plan your child's educational program.

If you have any questions, please feel free to call me. Otherwise, please sign this form and return the white and yellow copies to me as soon as possible. Keep the pink copy for your records. Thank you.

______________________________ (Signature)
______________________________ (Position)

______________________________ Name: (Please print or type)
______________________________ (Address)
______________________________ (Phone)

By signing below I am indicating that:

- I received the PARENT AND STUDENT RIGHTS TO A SPECIAL EDUCATION handbook and understand the rights described in the handbook, including:
  - Notice (pp. 3,5,7,15)
  - Consent (pp. 3,8,13)
  - Hearings (pp. 3,5,6,8,16-18)
  - Protection in evaluation procedures (pp. 5-6)
  - Least restrictive environment (p. 11)
  - Confidentiality of information (p.14-15)
  - Participation in Admission, Review and Dismissal (ARD) Committee decisions (pp. 7-8)
- I understand and give my consent for the proposed assessment. I understand that my consent for the assessment is voluntary and may be revoked at any time before the school has begun assessment. School personnel may test my child immediately as soon as they receive this form unless I indicate in writing that I want school personnel to wait five days before beginning the assessment.

______________________________ Signature of Parent/Guardian/Adult Student
______________________________ Date

PS-SE-800-84

White Copy: Special Education Yellow Copy: Psychological Services Pink Copy: Parent

Consent for Initial Individual Assessment

Information for Parent

The individual assessment may include formal and informal tests in the following areas:

---LANGUAGE/COMMUNICATION: Language dominance and communication skills may be assessed through tests such as the Bilingual Syntax Measure and the Peabody Picture Vocabulary Test-Revised.

---PHYSICAL: Medical reports, tests, and rating scales may be used to obtain information about health, motor coordination, and visual/motor skills. Assessment techniques may include a physical examination by a school nurse or doctor.

---EMOTIONAL/BEHAVIORAL: Social and emotional adjustment may be assessed through observations by teacher and parent, reports of home and classroom behavior, rating scales, student interview, and projective techniques as needed. Measures such as the structured AISD Sentence Completion Test may be used.

---SOCIOLOGICAL: A Visiting Teacher may contact you for an appointment to interview you for information about your child's social and developmental history.

---INTELLECTUAL/ADAPTIVE BEHAVIOR: Your child's development in verbal abilities, and/or non-verbal abilities and social behavior may be assessed by tests such as the Wechsler Intelligence Scale for Children-Revised (WISC-R).

---EDUCATIONAL/ACADEMIC: Samples of classroom work,classroom observations, and individual achievement tests such as the Woodcock-Johnson Psycho-educational Battery may be used. Pre-academic skills may be assessed by readiness tests such as the School Readiness Survey.

---LEARNING COMPETENCIES: Specific information about your child's strengths and weaknesses will be obtained. Information will be gathered from your child's teachers and from criterion/curriculum referenced tests such as the Brigance Comprehensive Inventory of Basic Skills.

Other assessments are conducted as determined necessary in such areas as speech and language, occupational therapy, physical therapy, vocational education, and adaptive physical education. If a student is eligible for special education services, the district will conduct a comprehensive individual assessment at least once every three years. Informal assessments will be conducted on an ongoing basis as needed.

For School Use

Interpreter used to translate this notice? _____Yes _____No

(If yes, signature of interpreter) ______________________ (Signature) __________ Date

AUSTIN INDEPENDENT SCHOOL DISTRICT

ADDENDUM TO COMPREHENSIVE INDIVIDUAL ASSESSMENT REPORT: LEARNING DISABILITIES

TO: ___Principal______________________________
___ARD Coordinator______________________________

FROM:______________________________
Psychological Services
Staff Member

Please circulate this Addendum and the enclosed report to the people listed below:

Regular Teacher______________________________

Special Education Teacher____________________

LD Observer__________________________________

Each person needs to read the report, sign this Addendum, check "concur" or"dissent", and fill in the date. After the report and this Addendum have been circulated, they should be returned to you. If there is disagreement, please notify me to see if an assessment team meeting will be required before the ARD. The ARD meeting should be scheduled after all the signatures are obtained. At the ARD you will place Copy 1 of this Addendum in the Special Education folder and give me Copy 2 for my records.

I certify that I have read the Individual Assessment Report on ____________________ ____(Student Name)____________________(DOB) ________________________________(ID No.) I certify that the report reflects my conclusion regarding this student's eligibility as a learning disabled student.

Signatures of Required Assessment Team Members

Name	Concur	Dissent*	Date
____________________ Psychological Services Staff Member	____	_____	_________
____________________ Regular Education Teacher	____	_____	_________
____________________ Special Education Teacher	____	_____	_________
____________________ LD Observer (if observer is not already included in Assessment Team)	____	_____	_________

* Submit written statement of conclusions below or on separate page

Copy 1 - Special Education folder
Copy 2 - Psychological Services Office

86.23

* DATE OF REPORT: ______

AUSTIN INDEPENDENT SCHOOL DISTRICT
Special Education

☐ Initial Assessment
☐ Reevaluation
☐ Special Request by ARD Committee

COMPREHENSIVE INDIVIDUAL ASSESSMENT

Eligibility Report: ORTHOPEDICALLY HANDICAPPED

Student______ Date______

Date of Birth______ ID#______ School______

PROFESSIONAL EVALUATOR: Licensed Physician

☐ YES ☐ NO *Based on my examination, the above named student has a severe orthopedic impairment which adversely affects educational performance.

*Type of impairment (i.e., diagnosis):

*Severity of impairment (e.g., mild, moderate, severe):

*Functional implications of the impairment for the educational process (e.g., modifications needed in the instructional program, facilities, or equipment):

* ______ SIGNATURE OF LICENSED PHYSICIAN

______ NAME (please print)

______ ADDRESS

______ TELEPHONE NUMBER

***DATE OF REPORT:** ____________

AUSTIN INDEPENDENT SCHOOL DISTRICT
Special Education

☐ Initial Assessment
☐ Reevaluation
☐ Special Request by ARD Committee

COMPREHENSIVE INDIVIDUAL ASSESSMENT

Eligibility Report: OTHER HEALTH IMPAIRED

Student____________________ Date____________

Date of Birth____________ ID#____________ School____________

PROFESSIONAL EVALUATOR: Licensed Physician

☐ YES ☐ NO

*Based on my examination, the student appears to have limited strength, vitality, or alertness, due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or pregnancy complications, which adversely affects the student's educational performance.

*Type of impairment (i.e., diagnosis):

*Severity of impairment (e.g., mild, moderate, severe):

*Functional implications of the impairment for the educational process (e.g., precautions regarding student's mobility, activity, cognitive ability; need for rest periods and special equipment; effects of any medication; need for medical updates):

____________________ ____________________
*SIGNATURE OF LICENSED PHYSICIAN NAME (Please print)

____________________ ____________________
ADDRESS TELEPHONE NUMBER

AUSTIN INDEPENDENT SCHOOL DISTRICT

Behavior Description Checklist, Form N

Name of Student____DOB____________________________

Person Completing Checklist: Name____________________________Date____________________

Position____________________________School____________________

Length of Time You Have Known Student____

Directions: This student has been referred for assessment to determine the possible presence of an emotional disturbance. The ARD committee will consider many different types of data to determine whether this student is eligible for special education. Your input will be very helpful to the committee in making this decision.

Please respond to the statements below based on your observations of this student in the school setting. The ratings represent your professional opinions and observations about this student. Please feel free to add any additional information about this student which you feel will be helpful to the ARD committee.

I. Academic Performance

	Often	Sometimes	Rarely or Never	Don't Know
Performs below demonstrated ability level in one academic area				
Performs below demonstrated ability level in all academic areas.				
Performs below demonstrated ability during seat work				
Performs below demonstrated abilitv during group instruction				
Is distracted from work by daydreaming and fantasizing				
Confused thinking interferes with academic work.				
Does not apply what s/he has learned to new situations				
Short attention span				

II. Interpersonal Relationships

Peers:

Does not initiate relationships with peers				
Does not respond to friendly overtures from peers.				
Is teased or ridiculed by peers.				
Tries to get others into trouble				
Withdraws from group activities.				
Does not have friends.				
Bullies, pokes, torments, or teases peers.				
Tattles on classmates.				
Constantly seeks attention from classmates				

Teachers:

Is defiant				
Does not respond to friendly overtures from teachers				
Rejects teacher approval				
Clings to adults				

	Often	Sometimes	Rarely or Never	Don't Kno
Speaks disrespectfully to the teacher				
Is not responsive or friendly to teacher in class				
Constantly seeks teacher attention				

Either:

Complains about the unfairness of others				
Pulls back when touched				
Argues and must have the last word				
Is not considerate of others				
Does not assert self in social situations				
Interrupts/distracts others				

III. Behavior/Feelings

Is easily angered				
Is physically aggressive				
Displays uncontrolled emotional outbursts				
Tells lies				
Cheats				
Displays rapid mood shifts				
Tells exaggerated or bizarre stories				
Daydreams in class				
Brags about antisocial behavior				
Steals things from other children				
Does not follow class rules				
Rocks back and forth				
Repeats ideas or activities over and over				
Gives irrelevant answers				
Talks to self at inappropriate times				
Laughs inappropriately				
Demonstrates inappropriate facial expressions				
Hoards objects				
Does not take care of possessions				
Eats inedibles				
Swears in class				
Shows overremorse for wrong doings				
Does not show self control				
Approaches new situations with "I can't"				
Interrupts when the teacher is talking				

	Often	Sometimes	Rarely or Never	Don't Know
Is overactive, restless, and shifts positions.				
Apologizes repeatedly for him/herself.				
Shows feelings inappropriately				

IV. General Mood

Expresses concern about being lonely, unhappy				
Is lethargic, non-responsive, listless				
Is not able to accept praise				
Cries easily				
Makes derogatory statements about self				
Is overly sensitive to criticism				
Comments that nobody likes him/her				
Displays a sad mood.				
Complains of nightmares, bad dreams.				
Complains s/he never gets a fair share of things				
Blames him/herself if things go wrong.				
Seems to welcome punishment.				

V. Physical Symptoms/Fears

Is absent on days of stress (tests, oral reports, etc.)				
Is fearful				
Lacks self confidence.				
Is overly afraid of getting injured.				
Is afraid of getting dirty				
Displays tics or other mannerisms.				
Appears tense.				
Grinds teeth				
Chews/sucks fingers.				
Expresses concern that something terrible will happen.				
Stutters, stammers or blocks on saying words				
Complains about feeling sick				
Gets anxious about knowing the "right" answers				

Please add any other comments on the back of this form to describe this student.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Special Education
Classroom Observation Form

Name of Student ______________________ ID # ______________

Name of Observer ______________________ Position ______________

Date of Observation ______________ Time of Observation: From ________ to ________

Place of Observation (school, grade, type of class) ______________________

PART I: OBSERVATION IN REGULAR CLASS *

A. Describe environment of the classroom:

B. Describe instructional situation and student's behavior as compared to classmates. Include a running commentary of specific behaviors and avoid subjective judgements:

PART II: FOCUSED OBSERVATION IN AREA OF SUSPECTED LEARNING DIFFICULTY *

* Continue on other pages as necessary. See observation guidelines for suggestions as to how to describe the classroom situation and the student's behavior.

SE-610-83

Classroom Observation Form
Page 2

CLASSROOM OBSERVATION FORM GUIDELINES

PART I: OBSERVATION IN REGULAR CLASS: The purpose of this observation is to provide information about the student's behavior during a regular lesson in either a large or small group setting. On each observation, compare the student's behavior with classmates. This information will be important to an understanding of the observation. Record specific behaviors and avoid making judgements.

A. Classroom environment. Observe and record such things as:

- type and level of noise
- lighting and temperature
- availability of space
- other stimuli to which student may attend
- seating
- instructional materials
- portable, regular or open classrooms
- pupil/teacher ratio

B. Instructional situation and student behavior. Observe and record such things as:

1. Beginning of lesson
   - seating arrangement and student's proximity to teacher
   - noise and activity level of group
   - student and group response to teacher's "ready to attend" cues
   - student interactions
2. Directions and assignments
   - type of assignment and student response required
   - student's response to teacher's oral directions and written directions
   - student's response to teacher's visual aids or cues (i.e., diagrams, charts, pictures, overheads, gestures, facial expression, other body language)
   - student interactions
3. Student work and/or participation in group lesson
   - student's organization and use of materials
   - student looks to other students for information about instructions or for answers
   - student asks teacher for clarification; other responses to teacher
   - student concentration or distraction while working (describe source of interruption and note by self or other source)
   - task completion
   - student interactions
4. Transition time
   - student's response to teacher's directions regarding transition
   - noise and activity level of group
   - student behavior in new activity
   - student behavior during transitions
   - student interactions

PART II: OBSERVATION IN AREA OF SUSPECTED DISABILITY. The purpose of this part of the observation is to record the student's behavior in an area where his/her achievement is lagging behind learning potential. Plan to observe the student in the area(s) of specific difficulty identified by the Assessment Team Coordinator.

The observation guidelines for each area contain a list of student characteristics and an optional checklist. The characteristics were chosen to direct the observer's attention to relevant behaviors; they are not necessarily "symptoms" of a learning disability.

RECEIPT FOR RIGHTS BOOKLET

NAME OF STUDENT____

DATE OF BIRTH________________ SCHOOL____________________________

This is to verify that I have received a copy of Special Education: Parent and Student Rights, 1986 which informs me of my rights throughout the child-centered educational process for handicapped students. These rights have been explained to me by

__________________________, ______________________________
name position

on_________________________
date

I understand that my rights include the right to receive:

(1) this and all other written notices in the language I understand (primary language) or, if needed, a translation of such orally, in sign language or in braille as appropriate, and

(2) answers from school personnel to additional questions I may have.

FOR STUDENTS WITH SUSPECTED/IDENTIFIED VISION OR HEARING PROBLEMS ONLY

This is to verify that I have received a copy of:

___Information about the Texas School for the Deaf

___Information about the Texas School for the Blind

This information is provided so that I can be aware of services available to my child through state institutions.

My signature below indicates that I received the information and understand its cont

____
SIGNATURE OF PARENT, GUARDIAN, OR ADULT STUDENT

DATE SIGNED__________________________

86.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
Special Education

Si Usted necesita un intérprete, favor de llamar el director de la escuela.

Notice of Admission, Review, and Dismissal (ARD) Committee Meeting

INVITATION TO MEETING

RE: Student ______________________
ID# ______________________
School ______________________

Dear ______________________

We would like to invite you to attend an Admission, Review, and Dismissal (ARD) Committee meeting to discuss educational programming for your child. At this meeting, you will be a member of the ARD Committee. Other members of the committee include school representatives of administration, assessment, instruction, and others as needed. WE STRONGLY URGE THAT YOU ATTEND THIS MEETING, AS PARENT INVOLVEMENT IS AN IMPORTANT PART OF YOUR CHILD'S EDUCATION.

Date ______________ Time ___:___ to ___:___ Place ______________________

1. The purpose of the meeting is to:
   - _____ admit your child into special education if he/she meets eligibility criteria
   - _____ review your child's program (including results of any new evaluations)
   - _____ develop and/or review the Individual Educational Plan (IEP) for your child
   - _____ other (specify) ______________________
2. The above action may result in a change of placement. Your child's present program, proposed change(s) and reason(s) for any changes are summarized below:

   ____

   ____
3. The information to be reviewed at this meeting may include:
   - _____ the information used to refer your child for comprehensive assessment (e.g., information from you, health history, vision/hearing screening results, preferred language, educational reports)
   - _____ school records (e.g., grades, attendance reports, achievement test scores, discipline reports, teachers' observations)
   - _____ the information in the comprehensive assessment reports (e.g., speech/language, intellectual, sociological, emotional/behavioral, physical, educational performance levels
   - _____ the information from related service assessment reports (e.g., speech therapy, occupational/physical therapy)
   - _____ other (specify) ______________________

The PARENT AND STUDENT RIGHTS TO A SPECIAL EDUCATION handbook describes the rights you and your child have during this process, including:

- Notice (pp. 3, 5, 7, 15)
- Consent (pp. 3, 8, 13)
- Hearing (pp. 3, 5, 6, 8, 16-18)
- Protection in evaluation procedures (pp. 5-6)
- Least restrictive environment (p. 11)
- Confidentiality of information (pp. 14-15)
- Participation in Admission, Review, and Dismissal Committee decisions (pp. 7-8)

If you have any questions, please feel free to call me.

______________________ (Signature)
______________________ (Position)
______________________ (Phone)

PARENTS: This is a copy. Please KEEP THIS PAGE for your records. (The school also will retain a copy.) RETURN the ATTACHED PAGE 2 to me.

Date of Notice: __________

SE-600-85

White copy: Special Education File
Yellow copy: Educational Folder
Pink copy: Parent

FOR SCHOOL USE ONLY

PARENT NOTIFICATION

Dates

__________Mailed/Taken (CIRCLE) by______________________________

__________Notice of ARD Meeting signed, dated, and returned

Document a minimum of two attempts to contact parent (specify results/input):

Date	Time	Person Making Contact	Person Contacted	Results

Home Language Survey results if other than English:______________________________

I translated this notice to the parent:____________________________ __________
(Signature of Interpreter) (Date)

PLEASE RETURN THIS PAGE TO:

____

____
(Street)

____
(City) (State) (Zip)

RE: Student____________________

ID#____________________

School____________________

PARENTS: PLEASE CHECK APPROPRIATE STATEMENT(S) BELOW AND RETURN:

_____I will attend the meeting at the scheduled time (Date:________________ Time:____:____to____:____).

_____I would like to attend the meeting, but cannot do so at the time suggested. I will call to reschedule.

_____I will not be able to attend. I have invited____________________________to attend this meeting as my representative.

_____I will not be able to attend. My comments, as related to my child's education, are written on the bottom of this form. I wish to be notified of the results of the meeting.

_____I do not speak English well. I will need an interpreter in________________________.
(language)

____
(Parent's Signature)

____
(Date)

PARENT'S COMMENTS:

Attachment D
(Continued, page 26 of 31)

Student's Name ______________________________________ ____________ ________ ______________ ____________________
Last First Middle ID # Grade School Teacher/Ed. Liaison

Date	Time of Contact	Person Making Contact	Person Contacted	Means of Contact (Letter, phone, home visit, conference, etc.)	Subject of Communication	Outcome

Special Education

Consent to Release/Request Student Record(s)

Si Usted necesita un intérprete, favor de llamar el director de la escuela.

Student Name ______________________ School ______________________

ID# __________ Birthdate: __________ Parent/Guardian ______________________

Home Address ______________________ Telephone __________

I understand and give my consent for the proposed release of the information listed below:

Agency/Individual requested to release records: ______________________

____

____
(Street) (City) (State) (Zip)

Agency/Individual to receive records: ______________________

____

____
(Street) (City) (State) (Zip)

Reason records are needed: ______________________

If you have any questions, call ______________________ at ______________________
(Name) (Phone Number)

RECORD RELEASED/REQUESTED:

__________ Special Education Records (including current individual assessment reports; Admission, Review, and Dismissal (ARD) Committee reports' Individual Plan (IEP); etc.)

__________ Medical Records

__________ Report of Vision/Hearing Screening

__________ Speech/Language Evaluation

__________ Other information (specify) ______________________

____

____

____

______________________ ______________________ ______________________
(Signature) (Relationship to Student) (Date)

For School Use

Interpreter used to translate this notice? __________ Yes __________ No

(If yes, signature of interpreter): ______________________ ______________________
Signature Date

FILE ORIGINAL IN STUDENT ELIGIBILITY FOLDER

86.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
Special Education
Admission, Review, and Dismissal (ARD) Committee Report

CURRENT PLACEMENT:
_____ Home School
_____ Non-Home School
_____ Private/Parochial School

Student ______________________________ (Last) (First) (Middle) Sex _____ ID# ______________

Birthdate ______________ School ______________ Grade _____ Semester Units _____ Current Handicapping Condition(s) ______________

CURRENT TOTAL TIME IN:
Sp. Ed. Inst. ____ min/hrs per day/wk
Related Serv. ____ min/hrs per day/wk
(Direct Service Only) (CIRCLE)

Address ______________________ (______) Zip Teacher ______________

Purpose(s) of Meeting: ____ Admission Review: ____ Annual ____ 3-Year Reevaluation ____ Vocational ____ Discipline
____ Dismissal ____ Temporary Placement ____ Other: ______________

I. ELIGIBILITY DETERMINATIONS

A. Information Reviewed by the Committee:

	Date of Report		Date of Report
Referral folder information	________	Comprehensive individual assessment	________
Group achievement/aptitude	________	Related services assessment: ________	________
Voc. assessment: I II III (circle)	________	LEP status report	________
Other: ________	________	Other: ________	________
Parent information: ________			________

B. Based on the information indicated above, the committee decided that the student:

DOES/DOES NOT meet eligibility criteria for ______________ Primary Handicap / ______________ Other Handicap(s)

C. Based on the information reviewed above, the committee ensures that this decision was not primarily due to: criteria based on a command of the English language, a different cultural lifestyle, or lack of educational opportunity.

II. INDIVIDUAL EDUCATIONAL PLAN (IEP)

The ARD Committee: ____A. wrote the IEP ____B. reviewed the IEP (date IEP written: ______________)
____C. reviewed and amended the current IEP

IEP Dates: ______________ Beginning ______________ Ending

SUBJECT/AREAS	TIME PER DAY*					MODIFICATIONS NEEDED (IF ANY) (facility, equip., method, material)
	Sp.	Reg.	CVAE	VEH	Reg. Voc.	

*Where the time is circled, the student cannot be instructed full time (as required by state law) due to the handicapping condition(s).

RELATED SERVICE(S)	POSITION RESPONSIBLE	AMT. TIME PER WEEK	DATES	
			Beg.	End.

ADDITIONAL IEP RECOMMENDATIONS ATTACHED:
___ Student Behavioral Guidelines
___ Discipline Review
___ Visually Handicapped
___ Autistic
___ Texas School for Blind/Deaf
___ Day or Residential Contract

___ **SPECIAL TRANSPORTATION NEEDED**
___ Card Completed ______________ Date

GRADUATION OPTION RECOMMENDED:
___ I (Regular) Plan: ________
___ II (Special)*
___ Other: ________

*An eligible special education student who graduates through Option II may return to school for additional education until he/she reaches age 22 (as of September 1).

Limited English Proficient (LEP) Student:
___ YES ___ NO

Total amount of time (min/hrs. per day/wk.) ____Spec. Ed. ____Reg. Ed. ____Voc. Ed. ____OJT

III. PLACEMENT DECISIONS

A. ___Itinerant ___Regular Class Support ___Resource ___Partially Self-Contained ___Self-Contained ___Other: ______________

B. If Annual ARD for coming year OR change of school/teacher assignment:

School ______________ Sp. Ed. Teacher ______________ Grade* ____ (*pending completion of requirements)

____Non-Home School Placement is required to implement IEP. Home School at time of this placement: __________

____Dual Enrollment. Private/Parochial School: ______________

SE-605-85

Date Parent Notified of Mtg.: ______________
Date of Meeting: ______________

White: Special Education File
Yellow: Educational Folder
Pink: Parent

Page 1 of ____

Student ____________________

ID# ____________________

86.23

C. **Additional Recommendations:** ____________________

D. **The handicapping condition(s) is (are) such that teaching of essential elements in the following subject area is inappropriate:** ____________________

E. **Group Testing**

	YES	EXPERIENCE ONLY	NO
Reading			
Math			
Other			

Special Considerations:

___ Braille

___ Read Test

___ Extend Time

___ Down 1 Level

___ Large Type

___ Mark Answers

___ Indiv. Admin.

___ Reverse Schedule

___ Sign Test

___ Small Group

___ Other: ____________________

F. **Statement of eligibility for special transportation:** ____________________

G. **This educational placement is in the least restrictive environment and is appropriate to meet the needs of the student. The student is being educated to the maximum extent appropriate with students who are non-handicapped.**

Alternative placements reviewed and reasons rejected: ____________________

Services reviewed and reasons rejected: ____________________

IV. **COMMITTEE SIGNATURES** Indicate VH, AH, LPAC, Voc. Ed., others as appropriate (continue on reverse if necessary).

Parent signature obtained at:

___ ARD Meeting

___ School Conference

___ Home Visit

VOTING MEMBER	AGREE	DISAGREE*	SIGNATURE	
___	___	___	(Parent/Legal Guardian)**	Date of Signature: ________
___	___	___	(Parent/Legal Guardian)	
___	___	___	(Administrative Representative)	Position
___	___	___	(Instruction Representative)	Position
___	___	___	(Appraisal Representative)	Position
___	___	___	(Special Ed. Representative, if not represented above)	Position
___	___	___		
___	___	___		
___	___	___		

*If disagreeing, indicate area(s) of disagreement on the back or attach.
**Parent (or student over age 18) must give consent for admission.

PARENT NOTICE: For your information, the reverse side of this page lists where an explanation of your rights may be found in the PARENT AND STUDENT RIGHTS TO A SPECIAL EDUCATION handbook. If you have any questions, please feel free to call ____________ at ____________.
Name Phone

FOR SCHOOL USE ONLY
Notice of 3-year Reevaluation Due ______

Date of Meeting: ____________

Page 2 of ____

SE-605-85

White: Special Education File
Yellow: Educational Folder
Pink: Parent

The PARENT AND STUDENT RIGHTS TO A SPECIAL EDUCATION handbook describes all of the rights you and your child have including:

- **Notice** (pp. 3, 5, 7, 15)
- **Consent** (pp. 3, 8, 13)
- **Hearings** (pp. 3, 5, 6, 8, 16-18)
- **Protection in evaluation procedures** (pp. 5-6)
- **Least restrictive environment** (p. 11)
- **Confidentiality of information** (pp. 14-15)
- **Participation in Admission, Review, and Dismissal Committee decisions** (pp. 7-8)

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II. INDIVIDUAL EDUCATIONAL PLAN
(as noted on page 1 of this report)

Student ____________________

ID# ____________________

A. Present Levels of Competencies:
(Complete AREAS as appropriate)

*Specify name as appropriate: may include Norm-Referenced Tests, Curriculum/Performance-Based and Criterion-Referenced Tests, and Teacher Observation(s).

	Eval. Date	Eval. Method Data Source*	Grade/Age Level	Severe Discrep.	Information on Current Functioning (include information on strengths/weaknesses as appropriate)
MATHEMATICS CALCULATION					
REASONING					
READING BASIC SKILLS					
COMPREHENSION					
SPELLING/WRITTEN EXPRESSION					
OTHER: ____________					
PRE-VOC/ VOCATIONAL				Indicate skills which may be prerequisite to participation in vocational education.	
PHYSICAL				Indicate physical abilities/disabilities which would affect participation in instructional settings or in P.E.	
SPEECH/LANGUAGE					
INTELLECTUAL/ DEVELOPMENTAL			Functioning Level:	Indicate learning styles, strengths, weaknesses.	
SOCIAL/ BEHAVIORAL			Indicate behaviors which would affect educational placement, programming or discipline.		

FOR EMOTIONALLY DISTURBED STUDENTS ONLY — AS NOTED IN THE ASSESSMENT REPORT (Date: ____________) one or more of the following characteristics have been exhibited over a long period of time, have occurred to a marked degree, and have adversely affected his/her educational performance:

- ___ an inability to learn which cannot be explained by intellectual, sensory or health factors;
- ___ an inability to build or maintain satisfactory interpersonal relationships with peers/teachers;
- ___ inappropriate types of behavior or feelings under normal circumstances;
- ___ a general pervasive mood of unhappiness or depression; or
- ___ a tendency to develop physical symptoms or fears associated with personal or school problems.

SE-605-85

White: Special Education File
Yellow: Educational Folder
Pink: Parent
Gold: Psychological Services

Page 3 of ____

Date of Meeting: ____________

RESOURCES OTHER THAN SPECIAL EDUCATION FOR SERVING SPECIAL NEEDS STUDENTS

AISD has a wide variety of special programs available to help students with special needs. Many of the programs focus on students requiring remedial or compensatory instruction. In 1986-87, the major compensatory programs are:

- Chapter 1 Regular - 33 campuses
- Chapter 1 Migrant - 24 campuses
- Chapter 2 Formula - all paired elementary campuses
- State Compensatory Education - 10 campuses
- Project Teach and Reach - 6 campuses
- Writing to Read - 3 campuses
- Title VII - 4 campuses
- Transitional Bilingual Education (TBE) - 68 campuses
- English as a Second Language (ESL) - 71 campuses

For a description of these special programs, the reader is encouraged to refer to the following evaluation reports.

Program	ORE Report Publication Number
ECIA Chapter 1/Chapter 1 Migrant	85.05
Chapter 2 Formula/Chapter 2 Discretionary	85.15
Programs for Limited English Speakers	85.57
Teach and Reach	85.63

In addition to these reports of individual programs, several other reports present information about the District's attempts to plan for the needs of students.

Baranoff, T., Howze, S., Christner, C., Schuyler, N., & Dugger, E. (1986, June). A comprehensive plan for compensatory education. Austin, TX: Austin Independent School District.

Christner, C. (1987, January). 1986-87 overlap study. (Publication No. 86.07). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Doss, D., & Christner, C. (Eds.). (1986, March). AISD needs assessment for 1986-87 (Publication No. 85.36). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Wilkinson, D., & Luna, N. (1986, June). Special Education: 1985-86 Final technical report. (Publication No. 85.34). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Wilkinson, D., & Luna, N. (1986, February). Special education in AISD: Context and program description, 1985-86. (Publication No. 85.26). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Attachment F

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

IMPORTANT DATES ON THE REFERRAL TIMELINE

File	Variable	Date	Recorded on
SEMS	REF-AS	Date Referred to Campus Administrator	Student Information Sheet (PS-SE-500-85, p. 2) or the completion date for the Student Information Sheet on the Checklist for Special Education Assessment (PS-SE-510-85)
SEMS	PAR PERM	Date Parent Permission for Assessment	Notice of Consent for Initial Assessment (PS-SE-800-84)
PSYSEA SEMS	DTE-REF-COMP RECEIVED	Date Referral Completed Date Referral Received by Special Ed.	Checklist for Special Education Assessment (PS-SE-510-85)
SEMS	AS	Date of Last Comprehensive Assessment	Comprehensive Individual Assessment Report
PSYSEA	DTE-RPT-DICT	Date Report Dictated	Information for Data File
PSYSEA	DTE-PRT-COMP	Date Report Completed	Comprehensive Individual Assessment Report
SEMS	PAR-NOT	Date Parent Notified of ARD Meeting	Notice of Admission, Review, and Dismissal (ARD) Committee Meeting (Invitation to Meeting (SE-600-85)
SEMS	PLACED	Date ARD Originally Placed (date of ARD)	Admission, Review, and Dismissal (ARD) Committee Report (ARD) (SE-605-85)
SEMS	ST-PROG	Current Program Starting Date (same as above for new admissions)	Admission, Review, and Dismissal (ARD) Committee Report (SE-605-85)

xx = School year in which form developed EX: 85 = 1985

PLEASE PRESS FIRMLY

TO ______________________ RE ______________________ ID# ______________________
Regular Teacher Student

REGULAR AND SPECIAL EDUCATION
IEP COORDINATION

This student is enrolled in special education. Because of his/her learning problems, the ARD committee has made the following recommendations to facilitate learning. If the student receives Fs for two consecutive grading periods, please contact me. Grading to be determined by: _____ regular teacher _____ special education teacher _____ both regular and special education teachers.

IMPLEMENTATION DATES: ______________ to ______________

ADAPTATION OF MATERIALS: Provide

- ____ Reading materials at ______ grade level
- ____ Peer to read materials
- ____ Tape recording of required readings
- ____ Highlighted materials for emphasis
- ____ Altered format of materials: ______________________
- ____ Study aids/manipulatives: ______________________
- ____ ESL materials
- ____ Other ______________________

MODIFICATION OF INSTRUCTION: Provide

- ____ Short instructions (1 or 2 step)
- ____ Opportunity to repeat instructions
- ____ Opportunity to write instructions
- ____ Visual aids (pictures, flash cards, etc.): ______________________
- ____ Auditory aids (cues, tapes, etc.): ______________________
- ____ Instructional aids: ______________________
- ____ Multisensory information: ______________________
- ____ Extra time for oral response
- ____ Extra time for written response
- ____ Exams of reduced length
- ____ Oral exams
- ____ Open book exams
- ____ Tests to be given by resource teacher
- ____ Preview to test questions
- ____ Study carrel for independent work
- ____ Frequent feedback
- ____ Immediate feedback
- ____ Positive reinforcement of academic skills
- ____ Check for understanding
- ____ Other ______________________

PHYSICAL AND/OR ADAPTED EQUIPMENT REQUIRED:

____

____

____

BEHAVIOR MANAGEMENT: Provide

- ____ Clearly defined limits
- ____ Frequent reminders of rules
- ____ In-school timeout
- ____ In-class timeout
- ____ Frequent eye contact
- ____ Frequent breaks
- ____ Private discussion regarding behavior
- ____ Seating near the teacher
- ____ Opportunity to help teacher
- ____ Supervision during transition
- ____ Ignoring of minor infractions
- ____ Implementation of behavior contract
- ____ Positive reinforcement
  - Reinforcers are: ______________________
- ____ Other ______________________

ALTERATION OF ASSIGNMENTS: Provide

- ____ Reduced assignments
- ____ Taped assignments
- ____ Extra time for assignments
- ____ Opportunity to respond orally
- ____ Individual contracts
- ____ Emphasis on major points
- ____ Task analysis of assignments
- ____ Exemption from reading before peers
- ____ Assistance in class discussions
- ____ Special projects in lieu of assignments
- ____ Other ______________________

MODIFICATIONS IN GRADING:

____

____

____

Please contact me with questions or need for assistance.

____
Special Education Teacher

SE-626-86
White : Special Education File
Yellow : Educational Folder
Pink : Parent
Gold : Regular Education teachers(s)

Page ______ of ______

Date of meeting ______________

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION

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OFFICE OF RESEARCH AND EVALUATION

Dr. David A. Doss, Assistant Director

DISTRICT PRIORITIES

David Wilkinson, Evaluator

Natalia Luna, Evaluation Associate

Therese Beck, Programmer/Analyst

Ruth Fairchild, Secretary

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